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ABSTRACT

This paper argues that an elitist concept regarding foreign language study and absolute criteria for such study have made foreign language study insensitive to the needs of an increasingly larger proportion of the student population in New South Wales, including even the most able students. In discussing this viewpoint, the paper examines: (1) the historical origin of foreign language (FL) elitism and its effects on current FL study, (2) the consequences of FL elitism, the decline of FL study, and (3) the direction of change. In the three appendices that conlude the report, tables illustrate: (1) the selection of foreign language students, (2) the trends of FL study as compared to the trends for the general student population, and (3) the trends of FL study in absolute terms, without comparison to the trends for the general student population. (Author/PMP)

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FOREIGN LANGUAGE STUDY IN N.S.W.

STATE OF THE ART, 1973

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INTRODUCTION

The number of students pursuing foreign language study in New South Wales is in an alarming state of decline. This is an all pervasive decline which not only represents a proportional decrease in numbers in comparison to the trends for the general student population, (Appendix B), but also a wastage from the traditional source of potential foreign language students. This wastage is represented by a decrease in absolute numbers enrolling in Form II as well as a decrease in the proportion of FL students continuing from the S.C.E. to the H.S.C.E. (Appendix C).

This paper proposes that an elite concept regarding foreign language study and absolute criteria for such study, e.g. in terms of goals of study, course content, examinations, and the expected characteristics of potential learners, have rendered foreign language study insensitive to the needs of an increasingly larger proportion of the student population. This population includes even the most able students.

In discussing the above statement, this paper will examine the following:

i The historical origin of foreign language (FL) elitism and its effect upon current FL study

- The beginnings of elitism
- Resulting educational policy under the Wyndham Scheme
- Examination of the selectivity of FL students under the Wyndham Scheme
- Instruments for maintaining the traditional system

ii Consequences of FL elitism: the decline of FL study in the present

- Related studies
- The present investigation

iii The direction of change

- A new philosophical orientation
- Proposals for further investigations

HISTORICAL ORIGIN OF THE FOREIGN LANGUAGE ELITE AND ITS EFFECT UPON CURRENT FOREIGN LANGUAGE STUDY.

The beginnings of elitism

Until the present, *potential* FL students have been determined by their high scholastic ability. Traditionally, FL study in Australia has been limited to an academically select group of students. How did this tradition begin, and how has it been following:

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When modern languages were introduced into the British curriculum in the nineteenth century, they were accommodated to the classical formula of education. Aims and methods of classical language instruction served as a basis for modern language study: development of mental discipline and a literary access to ancient philosophical thought through exercises of grammar and translation.

When introduced into the early twentieth century Australian curriculum, modern language study maintained the classical British tradition. It is important to note that Australian secondary education at that time was oriented toward the development of an academic *elite*. Few students were given the opportunity for secondary studies. Selection for such study was determined on the basis of qualifying exams. (Wyndham Report, 1957.)

Given the classical orientation of the entire curriculum and the select student population, the goals and methods of modern language study did not seem inappropriate to the times.

Due to the limited number of FL teachers and consequent lack of provision for FL classes, the number of students who could study a FL was limited to a select few. Concomitantly, the 'academic' nature of the goals further limited study by entailing stringent educational measures to achieve those goals: large amounts of written homework, hours of memorization, perseverance in a subject matter which was more time consuming than other subjects, lack of relationship to student interest, and a required high level of reasoning. Consequently, success in modern language studies, then defined as French and German, was achieved only by a limited number of a select student group, drawn from an already academically elite, select population.

It was an even more select group that was allowed to study a second FL. Again no distinction was made between classical language and modern language studies. An extremely high I.Q. was assumed to be essential for success in modern language studies.

In an address to the Teacher's Guild, 1935, the Assistant Under-Secretary of the N.S.W. Department of Education recommended that an intelligence quotient of 120 be required for the study of more than one language. (Hick, 1964, p. 257.) Understandably, the number of languages one studied became "an index of academic ability" and a symbol of prestige. (Hick, 1964, p. 126.)

Thus began the singularly elite relationship of modern language studies to the general curriculum -- a relationship which has marked secondary education until the present.

Resulting educational policy under the Wyndham Scheme.

The school population has changed markedly in terms of socio-economic backgrounds, interests, and needs since the introduction of FL's into the Australian curriculum. Secondary education no longer espouses the interests of an academic elite; rather, its function is the education of *all* adolescents.

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In an attempt to change the elite position of FL study and to remove the discrimination of the two language, one language, or no language courses of study, the Wyndham reforms made all FL study an elective.

Under the Wyndham Scheme, FL study was excluded from the core of the secondary school curriculum, either as an examinable or a non-examinable subject. (Wyndham Report, 1957.) It is no wonder that a subject whose potentially successful learners are thought to require an average I.Q. of 120 has been excluded from the core of the curriculum. Few educators could, in all good conscience, wilfully subject the majority of the general student population to certain failure.

Unfortunately, the only effect of FL policy under the Wyndham Scheme has been to decrease initial student enrolment in FL study as well as to inhibit persistence in such study.

By making FL study an elective in Form II, serious study of a FL was thus reduced by one year, although the syllabus content remained quantitatively the same. (Kerr, 1972.)

FL study in Form I was regulated to a maximum of three periods per week, yet no minimum was set. It was recommended that such study be of an aural-oral orientation. (Circular Memorandum 14, Secondary Schools Board, 1972.) Decisions regarding Form I (alleged 'Introduction to FL study') was left to the principals' discretion. As a result, in some schools, Form I FL study no longer exists, while in other schools it may occur at varying levels of intensity: a superficial, brief introduction to several languages; an aural-oral course of one to three periods per week, usually in one language; or, finally, the first year of an academic course in one FL. In any case, the number of teaching periods available is insufficient to serve the teacher as a basis for FL ability assessment or the student as a guide to FL election in Form II.

Additional policy regarding the curtailment of teaching hours for small classes (e.g. from 5/6 periods per week to 3/4 periods per week) and the increase in the minimum number of students required to form a class in Form II and Form V (e.g. Form II - 15 students; Form V - 6 students) further reduced student opportunity for serious FL study. (Dear, 1972.)

The goal of the Wyndham reforms in changing the exclusive position of FL study with regard to the rest of the curriculum has not been fulfilled because reforms have always been made with reference to the same group of elite students. Therefore, the reforms have been self-defeating. Rather, the Wyndham policies have inadvertently confirmed the elitist philosophy of FL study by not admitting FL's to the core of the curriculum and consequently not subjecting the average student to such academic discrimination. By implication FL study applies only to an academic elite.

The foundation of the FL elitists' stronghold on educational thought rests on a significant misconception: that modern language study relates to the same educational objectives and student abilities as classical language study. This misconception historically gave rise to an arbitrary definition of modern language criteria, which in time has emerged as an absolute definition of 'serious' FL study.

Because the traditional criteria of classical language study primarily involved the use and development of reasoning and

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Because the traditional criteria of classical language study primarily involved the use and development of reasoning and analysis, students of 'average ability' (i.e. in terms of I.Q.) were and are discouraged, if not excluded, from all foreign language study. One may argue against the justification of this 'exclusion' for the following reasons:

i Because I.Q. is largely a measure of reasoning ability, it would be a tautology to say that one's developed level of reasoning is *dependent* on I.Q.; rather, it *is*, to a large extent, I.Q.

ii Because students with a higher I.Q. do better (i.e. reach a higher level of achievement in a shorter period of time), it does not necessarily follow that students of lesser intelligence can not reach some worthwhile level of attainment in matters of reasoning. Proponents of the theory of 'Mastery Learning' would support this view. (Bloom, Hastings and Maduas, 1971.)

iii Even if an I.Q. of 120 were to be necessary for the mastery of FL criteria as determined by the nineteenth century classical goals, these goals do not necessarily represent *all* that is intrinsic to modern language study in the late twentieth century. Because FL study has been defined arbitrarily and absolutely, it does not necessarily follow that these criteria are the only valid criteria.

Instead of perpetuating a belief because it was thought appropriate in another epoch and has been reinforced by tradition, it would be advisable to investigate alternative modern language criteria and establish which factors and abilities determine success in each. (Carroll and Sapon, 1959; 1967; Jacobovits, 1970; Lado, 1961; Pimsleur, 1966; Seeyle, 1970; Valette, 1967.)

Unfortunately, investigations of this nature have not been carried out and tested widely in Australia. The elite concept regarding the nature of FL study has precluded all innovation. Efforts to revitalize the curriculum have failed consistently to change the decline, because *change has always been conceived of, and implemented within the same context*; i.e. in terms of the same kind of student and the same criteria, as represented by I.Q. data and external exam content.

Examination of the Selectivity of Foreign Language Students.

The present study seeks to examine the selectivity of government school students[1] who study a foreign language or languages as compared to those who study English, Economics, and History. Data from the S.C.E. and the H.S.C.E. are examined over the period 1967 to 1972[2] to determine whether any trends can be noted since the implementation of the Wyndham Scheme.

---

[1] I.Q. data for non-government school students are not available. However, due to the presumed 'intentional' selectivity on the part of some non-government school administrators and 'clientele' as opposed to the stated aim of secondary education as an education for all adolescents, trends for the non-government schools are not pertinent to our discussion.

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[2] S.C.E. data from 1967 to 1972 represent the six generations of students who enrolled in Form II from 1965 to 1970. H.S.C.E. data represents the five generations of students who enrolled in Form II from 1964 to 1968.

To this end, the study investigates:

i Mean I.Q. by level and for all levels of students enrolling in a FL as compared to students enrolling in English, Economics, and/or History at the S.C.E. for 1967 to 1972 and at the H.S.C.E. from 1968 to 1972

(Frequency distributions based on I.Q. by level for English and each foreign language presented at both the S.C.E. and the H.S.C.E. are also studied for 1972)

ii Proportion of students in English, French and German enrolling in each subject by level, expressed as a percentage of the total subject enrolment from 1963 to 1972

In this study, data from French and German enrolments often represent the trends of the total FL enrolment due to the large numbers studying these languages. Data in Table IIIb examines and supports the validity of this representation by calculating the mean I.Q. by level of FL students at the H.S.C.E. from 1968 to 1972 in the following ways:

i The weighted mean I.Q. of all foreign language students, combined

ii The weighted mean I.Q. of all foreign language students, combined, exluding French and German students

iii The weighted mean of French and German students, combined
(Appendix A, Table IIIb, p. 30.)

Examination of C.S.S.E. statistics for each subject at the H.S.C.E., 1972, and the subject loadings assigned to each subject provide additional data for the selectivity of FL students as compared to the general student population.

All of the above investigations show a consistent selectivity of FL students in absolute terms, as compared with the general student population - i.e. English students - and as compared with every other subject in the secondary school curriculum. (Economics and History appear in the tables as diverse examples of two other academic electives.)

i As well as having the highest C.S.S.E. mean aggregate mark of all groups of Level II and Level III students taking the H.S.C.E. in 1972, French and German had the highest subject loading. (Appendix A, Table VI, p. 35.)

ii Although the C.S.S.E. mean aggregate mark of Level I English was slightly higher than that of Level I French and German students, the percentage of all FL students taking Level I French and German was vastly higher than the percentage of English students taking Level I examines and supports the validity of this representation by calculating the mean I.Q. by level of FL students at the H.S.C.E. from 1968 to 1972 in the following ways:

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- ii Although the C.S.S.E. mean aggregate mark of Level I English was slightly higher than that of Level I French and German students, the percentage of all FL students taking Level I French and German was vastly higher than the percentage of English students taking Level I English in 1972. (Appendix A, Table VI, p. 35.)
- iii The percentage of FL students enrolling in Advanced French and German increased from 1968 to 1972, while the percentage of students enrolling in the Ordinary levels decreased over the same period. (Appendix A, Table V, p.34.)

iv The mean I.Q. of the FL students at the S.C.E. and the H.S.C.E. was consistently higher than any other group of students represented from 1967 to 1972.

a. The weighted mean I.Q. of the combined French and German candidatures at the S.C.E. in 1971 was 118.45 compared to 109.58 for the English candidature.* (Appendix A, Table IIa, p. 27.)

b. The weighted mean I.Q. of the combined French and German candidatures at the H.S.C.E. in 1972 was 120.45 as compared with 115.90 for the English candidature. (Appendix A, Table IIIa, p. 29; Table IIIb, p. 30.)

v The selectivity of FL students as compared with English students increases steadily from Advanced to Ordinary level at the S.C.E. and from Level I to Level III at the H.S.C.E. (Appendix A, Table IIa, p. 27; Table IVa, p. 31.)

vi The new FL's recently introduced into the curriculum are following the elite tradition of the established FL candidatures. The Indonesian candidature is exemplary of this trend. (Appendix A, Table IIb, p. 28.)

In summary, the elite position of FL students with respect to the general curriculum has not changed since the implementation of the Wyndham Scheme.

Instruments for maintaining the traditional system.

Contrary to the general trends in secondary education, foreign language study has maintained its exclusive position with regard to prospective students and its absolute criteria.

The expected level of student achievement and the definition of proficiency has remained constant.

Syllabi content and external examinations continue to be the instruments for maintaining the traditional system.

Under the Wyndham Scheme, the criteria of FL study have not adapted to the needs of the students; rather, it is the students who are to adapt to the criteria of FL study. The following comments regarding the H.S.C.E. in French, 1972, reflect the persistence of this attitude:

---

* Note:

A change in the norming of Intermediate Test D occurred in 1967 which was applied to results of Intermediate Test D scores for sixth class students to Level III at the H.S.C.E. (Appendix A, Table IIa, p. 27; Table IVa, p. 31.)

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* Note:

A change in the norming of Intermediate Test D occurred in 1967 which was applied to results of Intermediate Test D scores for sixth class students in 1968. The I.Q. distributions of all candidates at the 1972 S.C.E. were thus affected by this change in norming. A decrease of approximately three points occurs within the mean I.Q. of English candidates and FL candidates between 1971 and 1972. However, the relationship between the mean I.Q. of English candidates and FL candidates is not affected by this change. Therefore, for the purposes of this paper, results appear in their documented form, without conversion to a common scale.

"Comprehension

All passages set proved to be of an appropriate standard ...

Level I

It was at this Level that examiners were most critical of candidates. Many candidates were obviously entered at the wrong level ..."
(Higher School Certificate Examination, French, General Report, 1972.)

The above comment infers that appropriateness of examination material (which ideally represents course goals) may be determined apart from the students who are to be examined. If the students are not able to successfully meet the criteria, then the students are inappropriate to the Level, rather than the reverse.

It is interesting to note that the mean I.Q. of the French students taking Level I at the H.S.C.E., 1972, was 123, with a standard deviation of 9 points of I.Q. (Appendix A, Table IVc, p. 33.) It would appear that these students should be able to cope with Level I work.

Recognition that "language study should no longer be considered the province of the intellectual elite"* is not enough to change the elite concept of FL study and the selectivity of student enrolment, as is witnessed by the trends of student enrolment in Bahasia Indonesia. (Appendix A, Table IIb, p. 28.) *The desire to make FL study available to all students must be translated into educational policy at the syllabus level, the teaching level, and the examination level. Such a policy would offer qualitatively different alternatives of study relating to varied interests and abilities.*

The German syllabus for 1973 and the H.S.C.E. in French, 1972, exemplify the lack of such alternatives and the persistence of the singularity of FL criteria at all levels of study:

i The list of prescribed texts for the German syllabus, 1973, recommends the same texts for intensive study at all levels of German. The only difference is the quantity of prescribed texts to be studied extensively by each level. There is no qualitative difference in the actual material jointly used by all levels in terms of instructional objectives, structural complexity, or semantic complexity.

ii The H.S.C.E. in French for Level I and Level II, 1972, contained similar content, with only slight differences:

a. The Level I examination was slightly longer.

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ii The H.S.C.E. in French for Level I and Level II, 1972, contained similar content, with only slight differences:

  a. The Level I examination was slightly longer.

  b. The Level I 'language paper' was slightly more difficult than the Level II paper. Additionally, students were required to answer comprehension questions in Part A in French, unlike Level II students. (It is interesting to note that examiners were most critical of Level I candidates in this portion of the exam.)

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* Circular Memorandum 14, 1972

c. The Level II examination was a combination of papers one and two (Level I), and less time was allocated for response than for Level I. Level I had five hours. The prose, literature and civilization sections were almost identical. Presumably, Level II students were not expected to respond at the same level of profundity as Level I. (The time limit insured this.) Student criticism as to the length of the Level II exam was interpreted as the students' inability to answer the precise questions asked. (Higher School Certificate Examination, 1972, French, Level I and Level II; Higher School Certificate Examination, 1972, French, General Report.)

The division of students into different levels of study, which carry a certain academic and social demarcation, requires justification. With the lack of qualitative differences in syllabi and examination content, e.g. in terms of performance objectives, it is difficult to establish such justification.

One may argue that qualitatively different alternatives are not officially recommended because teachers are not prepared to teach FL courses oriented toward different performance objectives.

In reply to Circular Memorandum No. 14 from the Secondary Schools Board, a school principal asserted that there is a lack of teachers qualified in aural-oral skills and a lack of a stable FL teaching staff which inhibits innovation with regard to FL study. (Gilmour, 1972.) In contrast, other educators feel that there are ample qualified language teachers who turn away from the teaching profession because of unemployment. (Fort St. Girls' High School Language Teachers, 1972.)

An important question arises out of the issue of teacher qualification: Should we allow past training of teachers, which is no longer in accord with current FL theory and internationally prevalent methods of FL instruction, to dictate present FL programmes? An affirmative answer would insure a self-perpetuating traditional system. A negative answer would give rise to another problem: How can a teacher teach that which he or she does not know or is not able to do? Various suggestions are available:

i In-service training of FL teachers with regard to FL theory and alternative methods of study would be necessary on a large scale. This would create the practical problem of finance. It seems a reasonable generalization that the more serious the problem, often the more expensive is the remedy. This case is no exception. How serious are we in remedying the decline in FL study?

ii A new philosophy of the teacher-pupil relationship would be necessary. Rather than the teacher justification. With the lack of qualitative differences in syllabi and examination content, e.g. in terms of performance objectives, it is difficult to establish such justification.

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ii A new philosophy of the teacher-pupil relationship would be necessary. Rather than the teacher *imparting* knowledge to the students or *preparing* the students for a given task which would imply thorough prior knowledge on the part of the teacher, the teacher would also become a *learner*. The teacher would take on the role of 'group leader' in directing the student toward

> the necessary resources and activities rather than being the actual resource. Such a relationship would place greater responsibility for learning on the students. Experimental results support the success of student initiated learning. (Elkind, 1971.)

Many teachers who are qualified and eager to teach FL courses oriented toward different performance objectives express the view that the supremacy of external examinations inhibits such instruction. The apparent inconsistency between stated aims regarding aural-oral skills (i.e. understanding the spoken language and speaking) and evaluation procedures supports this view.

Aural-oral skills were given equal importance to the reading and writing skills in the syllabus aims for French, Advanced level, Forms II - IV, 1972, yet a maximum of 40 marks out of 150 were dedicated to the evaluation of these skills at the 1972 S.C.E. in French, Advanced Level. The French syllabus for Forms V and VI, all levels, acknowledged that "a considerable proportion of class time be devoted to aural and oral work". It further stated that "courses at all levels should not neglect specific drills and exercises designed to increase proficiency in understanding the spoken language and in using it". However, a maximum of 30 points out of 180 were allocated to the evaluation of aural-oral skills at the 1972 H.S.C.E., French, Level I. (French Syllabus, Forms II - IV, Forms V - VI, 1972; S.C.E. in French, Advanced Level, 1972; H.S.C.E. in French, Level I, 1972.)

> "If exams do not test what the students have been learning, then once again, teachers will have to say, now we stop learning French and start learning to pass a written exam." (Heymann, 1972.)

Defenders of the written exam may argue that at present there is no practical or efficient way to measure aural-oral skills. With the increasing emphasis on aural-oral skills as a goal of FL study, efficient evaluation procedures must be introduced, and an adequate proportion of examination marks must be allocated to such skills at both the S.C.E. and the H.S.C.E. Various studies in the United States have examined and are continuing to examine the area of aural-oral evaluation. (Bloom, 1971; Valette, 1967; 1968; ETS, 1963.) This is an area of research which still needs greater investigation.

An encouraging change in the singularity of FL criteria is the Secondary Schools Board provision for an alternative S.C.E. paper at each level in French and German for students following audio-visual and audio-lingual courses. (Circular No. 36, July, 1972.)

Unfortunately, because "there are no syllabuses specifically incorporating these methods for Forms V and VI ... [similar provisions for FL papers at the H.S.C.E.] ... will not be considered at the present."

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> "Principals are requested to draw candidates' attention to the implications of this decision as a guidance to the determination in respect of the study and examination by audio-visual methods." (Circular No. 36, July, 1972.)

The above statement appears to forewarn potential *serious* FL students, (i.e. those who plan continuing to the H.S.C.E. in the language), that it is inadvisable to select an audio-lingual course of study and examination because such learning will not be relevant for the H.S.C.E. A course emphasizing those objectives which are to be tested would naturally facilitate the students' performance of those objectives. Due to the still current selectivity of the FL candidature, a great percentage of FL students would 'potentially' continue to the H.S.C.E. Thus, for the present, the offering of an audio-lingual examination only at the S.C.E. level appears ineffective as an *alternative* course.

One might argue that the function of the alternative course is to stimulate toward FL study present 'non-potential' FL students of the general population who do not plan continuing to the H.S.C.E., rather than to provide an option for the academically select 'serious' FL students.

Such an argument would imply that present FL criteria are appropriate for the select group of serious FL students.

The next section shows that FL classes have not retained the same proportion of selective students as in the past. The latter is a disconcerting comment on the sensitivity of the FL courses in meeting the needs of even the most able students.

CONSEQUENCES OF FL ELITISM: THE DECLINE OF FL STUDY IN THE PRESENT.

Several studies have given valuable information regarding the trends of foreign language study in Australia. The purpose of this section is to consolidate the statistical findings of these studies, to provide additional data from 1968 to 1972, and to emphasize the dualism of the decline in foreign language study, both in relation to the trends for the general student population and in absolute terms, within the elite FL student population.

Summary of Related Studies

A study entitled "Foreign Language Students", in INSIDE EDUCATION, September, 1971, examined the numbers taking foreign languages at external school examinations in New South Wales from 1930 to 1970. The data showed a sharp and continual decline in the numbers taking foreign languages at the Leaving Certificate Examination from 1945. This decline was primarily attributed to the removal of foreign languages from the compulsory matriculation requirements. Factors contributing to this removal were discussed in terms of community needs and attitudes.

The author asserted that the removal of foreign languages from the matriculation requirement did not greatly affect the numbers taking the Intermediate Examination. The rise in the general secondary student population included the participation of students who would otherwise have concluded their schooling in primary school.

> "Large numbers of these pupils did not qualify for placement in the foreign language classes on the basis of their co-ordinated marks." (INSIDE EDUCATION, Sept., 1971, p. 846.)

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> "Large numbers of these pupils did not qualify for placement in the foreign language classes on the basis of their co-ordinated marks." (INSIDE EDUCATION, Sept., 1971, p. 846.)

Thus, the numbers of foreign language candidates did not increase proportionately to the English candidature.

Unlike the above findings regarding the Intermediate Certificate, data from the present study show that the I.Q. level of the general secondary student population who continue to the S.C.E. has not changed markedly from 1967 to 1972; the proportion of able students in the total student population has not decreased significantly, yet, over this same period, the absolute numbers enrolling in a FL at the S.C.E. have decreased significantly.

In TEACHING OF FOREIGN LANGUAGES IN AUSTRALIA, Olive Wykes and M.G. King undertook a comprehensive study of a high school generation throughout Australia progressing from 1957 to 1961 in government and non-government schools. The study surveyed persistence of enrolment from Form II to Form VI in terms of type of school, sex, and geographical location. Attitudes of Melbourne pupils toward French were assessed on the basis of a questionnaire.

The survey concluded that girls prefer language study and have a greater persistence toward study. In N.S.W. the type of school and location of school were the factors most important in determining initial enrolment; sex was the factor most important in determining persistence.

In TRENDS IN FOREIGN LANGUAGE CANDIDATURE IN N.S.W. SCHOOLS, 1972, L.A. Whiteman and P.E. Moran followed a high school generation in N.S.W. under the Wyndham Scheme, progressing from 1965 to 1970. This study showed the persistence rate of foreign language study expressed as a percentage of :

i. the number who studied a foreign language in the preceeding year

ii the number of language students who began a secondary course

iii the number who began the language in Form II (Whiteman and Moran, 1972.)

The study further compared the progression of FL study by sex and location, i.e. city and country. The study confirmed the findings of Wykes and King as to the female majority among language students, the greater opportunity for city students to begin a foreign language, and the greater persistence of city students to continue language study. (It was noted that the latter was affected by the generally lower persistence rate in secondary studies for country children.)

By comparison to the generation studied by Wykes and King, persistence of foreign language study in the senior school decreased from 44.0 per cent to 28.5 per cent. (Whiteman and Moran, 1972, p.6.)

Data for foreign language candidatures at the S.C.E. from 1965 to 1971 and at the H.S.C.E. from 1967 to 1971 were also presented. Foreign language candidature was expressed as a percentage of the English Candidature.

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This data as well as data for Form II and Form V FL enrolments from 1967 to 1970 confirmed the findings of "Foreign Language Students" regarding the continual decline of foreign language study as compared to the trends for the English candidature.

The present investigation

The purpose of the present investigation is twofold:

- i to determine whether the decline of FL study is primarily a product of the expansion of the general student population, or is equally a product of internal difficulties.
- ii to determine whether the Wyndham Scheme has significantly influenced the decline, either positively or negatively, by examing eight generations of students under the Wyndham Scheme.

The tables in Appendix B examine trends of FL enrolment as compared to the general student population. The tables in Appendix C examine trends of FL enrolment internally, without comparison to the general student population.

As well as confirming the findings of Whiteman and Moran regarding the decline of FL study in the senior school between the 1958 generation (Wykes and King) and the 1964 generation, (Whiteman and Moran), our investigation of eight generations of students under the Wyndham Scheme notes a definite downward trend from 1968 to 1972 in both the S.C.E. FL enrolment and the H.S.C.E. FL enrolment.

The decline in FL study since the implementation of the Wyndham Scheme has been all pervasive.

As compared to the trends for the general student population, the retention rate for FL classes has decreased from Form II to the H.S.C.E., and from the S.C.E. to the H.S.C.E. (Appendix B, Table VII, p. 37; Table VIII, p. 38.)

What is more disturbing is the decline of foreign language study in absolute terms, i.e. within the elite foreign language student population. (Appendix C, Tables IX - XIIb, pp. 40-48.)

In a time of the democratization as well as the expansion of secondary school study from Form I to Form IV, the absolute numbers enrolling in Form II FL classes have decreased steadily and markedly from 1968 to 1970. This decrease is also reflected in the decrease of absolute numbers enrolling in FL's at the S.C.E. Although German, Bahasia Indonesia, and some of the newly introduced FL's have witnessed increases in numbers, these increases are not enough to counteract the decrease in the overall numbers for the total FL population. (Appendix C, Table IX, p. 40; Table XIb, p. 43.)

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As we noted earlier, this decrease in absolute numbers since 1968 may not be explained by a lower intelligence level of the 'new' student population. The 'new' population may represent a variety of socio-economic backgrounds, of experiences, of specific abilities, and of needs, rather than a significantly different distribution of I.Q. levels. (Appendix A, Table I, p. 26; Table IIIa, p. 29.)

Neither the I.Q. level nor the proportion of the general student population who continue from the S.C.E. to the H.S.C.E. has changed markedly since 1967. However, the absolute numbers of FL students who enrol in Form V as well as the percentage of FL students who continue from the S.C.E. in FL's to the H.S.C.E. in FL's have decreased markedly.

SUMMARY

Various sources have attributed the decline of FL study to external factors: the removal of FL study as a matriculation requirement, the exclusion of FL study from the core curriculum under the Wyndham Scheme, and the supremacy of external examinations, which sometimes appear to be inconsistent with the aims of what is being taught.

The writer of this paper agrees that all the above factors have been detrimental to enrolment and persistence in FL study and have strengthened the decline which is witnessed in enrolments at the H.S.C.E. since 1968. However, she contends that these factors are not the underlying cause of the disinterest in FL study; rather, they reflect the underlying cause. *Analyses of policies and statistical trends suggest that an elite concept toward FL study including an absolute definition of FL criteria is the underlying cause of the decline in FL study.*

This absolute definition is based on a misconception: that success in modern language study relates to the same educational objectives as classical language study and that mastery of all FL criteria is peculiarly dependent on I.Q.

The result of this misconception has been a limited recognition of the potentialities of FL study - i.e. of all the criteria which might be involved in FL study, and the necessary characteristics of potential learners with respect to each criterion. Limited recognition of FL criteria has resulted in limited FL programmes which pertain to an increasingly more limited proportion of the student population.

THE DIRECTION OF CHANGE.

A new philosophical orientation

How can we implement effective change?

To reverse the decline of FL study, we need a new context in which to develop and implement policies. Such a context would

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To reverse the decline of FL study, we need a new context in which to develop and implement policies. Such a context would involve a different philosophy with regard to the potentialities of FL criteria, e.g. the possible goals of FL study, and the characteristics of potential FL students.

Rather than an elitist philosophy which demands an above average student population to adapt to absolutist goals, we need an *egalitarian* and *relativist* philosophy which demands flexible goals that adapt to a wide range of students from the general student population.

A genuine change of philosophy implies a firm belief in the greater merit of the new position, which will manifest itself in changes in policy and practice.

In order to change one's philosophical position, one needs to clearly understand all the alternative positions and the respective merits of each. Rather than arbitrarily selecting a given criterion, we should establish priorities in accordance with the age, interests, needs and abilities of all adolescents, and with the general aims of education, which reflect community needs.

Therefore we need to undertake investigations which reveal:

i the total scope of possible FL criteria (What are the alternatives in terms of educational objectives; what should we teach, or what should the students learn?)

ii the necessary characteristics of potential FL learners with respect to each criterion (How is FL aptitude defined? Is mastery of all FL objectives uniquely dependent on I.Q.? Who should we teach or who should learn?)

iii the relationship of specific criteria to the stated aims of education in N.S.W. (Which criteria best fulfill the stated aims of education in N.S.W.?)

iv the theoretical assumptions underlying achievement of specific objectives (How should we teach, which method is best, or by what method should the students learn?)

The following paragraphs attempt to outline various aspects of the above mentioned areas of investigations.

THE SCOPE OF FL CRITERIA

Until the present decade, foreign language teaching in all parts of the world has primarily been concerned with only the written forms of language. In speaking of foreign language teachers in the U.S.A., Dr. Monika Kehoe states:

> "Language" and "literature" have been associated in their minds, and the word "language" has generally meant the written and read form of literature. Likewise "culture" has been interpreted in the nineteenth century sense of refinement as found in belles lettres. Literature rather than language has

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Our previous investigations into the cause of the FL decline show these statements to be applicable to Australia as well. The danger inherent in the above statements is the narrowness of the definitions regarding the possibilities of FL study.

Even in the present decade, as our definition of FL study is changing, and the audio-lingual approach is becoming widespread, we must be careful to avoid the same pitfall that could result from arbitrarily defining FL study as referring only to certain aspects of the spoken language.

In order to assess the validity of FL study in Australia and to judiciously select those objectives of FL study which are most appropriate to the Australian curriculum and its prospective students, we need to understand the total scope of possible FL components.

To this end, it is necessary to define FL study in terms of the broadest perspective possible: the perspective of native-like fluency.

Native-like fluency in a foreign 'language' is the successful incorporation of another system of communication. Each system is composed of two complimentary languages:

I. a verbal language which is composed of a conventional system of auditory and graphic symbols**

II. a non-verbal language which is composed of a conventional system of 'para-linguistic' symbols - e.g. kinesic components

Below is a brief outline of some major areas of FL components and examples of each.

I. VERBAL LANGUAGE (that which constitutes the studies of linguistics and semantics)

- i grammatical or syntactic components: those which convey structural intelligibility; e.g. "odourless purple sensations laugh purposively" versus "purposively laugh purple sensations odourless"
    - morphemes - minimal syntactic units; i.e. the structure of words
- ii phonological components: those which convey auditory intelligibility
    - phonetics - system of representing sound units
    - phonemes - minimal sound unit
- iii lexicon: vocabulary
- iv dialectal components: grammatical, phonological, and lexical variations dependent on locale and social classification (constitutes part of the study of sociolinguistics)
- v semantic cultural components: those which convey contextual intelligibility, verbally; a network of interrelated cultural patterns; e.g. concept associated with word 'lunch' in terms of which foods are eaten, time of lunch, social significance (family is together or dispersed)
    - a. social stratification - usage of polite versus familiar structure of language; formal versus informal; number of levels of speech

or 'para-linguistic' symbols - e.g. kinesic components

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- iii lexicon: vocabulary

- iv dialectal components: grammatical, phonological, and lexical variations dependent on locale and social classification (constitutes part of the study of sociolinguistics)

- v semantic cultural components: those which convey contextual intelligibility, verbally; a network of interrelated cultural patterns; e.g. concept associated with word 'lunch' in terms of which foods are eaten, time of lunch, social significance (family is together or dispersed)

  a. social stratification - usage of polite versus familiar structure of language; formal versus informal; number of levels of speech, e.g. 'vous' versus 'tu'

** Some linguists define 'language' only in terms of a system of auditory symbols for the purpose of social interaction. They purport that graphic symbols are derived. (Kehoe, 1968.)

b. philosophical/religious orientation - e.g.
(1) 'goodbye' vs 'adios' (to God)
(2) concept associated with word 'murder'

c. geographical factors - e.g. concept associated with word 'hot' (degree of heat implied); concept associated with word 'late' (time delay implied); concept(s) associated with word 'snow'

vi graphic derivations: written forms of verbal language; all of the above components plus additional components which convey special situational meaning through variations of style, such as:

a. formality versus informality - defined in terms of the existence or lack of regularity and conformity to rule; includes graphic arrangement and punctuation; e.g. letters, notes, essays

b. choice of language as partially dependent on intention
i) audience - e.g. child, adolescent, adult
ii) temporality - e.g. historical versus current (A contemporary writer may use the language of another era, which is acceptable in literature but not in vocal speech.)
iii) fact or fiction - e.g. autobiography versus fairytale (In literary fiction the writer may 'create' language as in ALICE IN WONDERLAND and may incorporate an abundant usage of metaphorical speech.)

c. literary type or genre
i) prose - e.g. novel, short story, which includes the subdivisions of fable, legend, etc.
ii) poetry - (as distinguished from prose in terms of metre and/or rhyme and includes stylistic components such as onomatopoeia and alliteration) e.g. ballad, sonnet**

(Note: In transforming the written symbol into an oral symbol as in reading, the sound-symbol correspondence is an essential component.)

II. NON-VERBAL LANGUAGE - para-linguistic components: those which convey contextual intelligibility non-verbally

i kinesics - body language; gestures
e.g. (1) a 'nod' to convey 'yes/no' with a vertical/horizontal movement in English-speaking countries, versus a 'nod' to convey 'yes/no' with a diagonal movement in India

(2) a 'smile' in English-speaking countries to convey happiness versus embarassment in Japan

ii spatial relationships - e.g. distance when speaking to convey degree of familiarity of relationship and social stratification

iii temporal relationships - e.g. time of utterance (1) delay of student response often connotes diffidence

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iii temporal relationships - e.g. time of utterance (1) delay of student response often connotes diffidence in Japan (2) delay of student response often connotes lack of knowledge in U.S.A.

** It is not intended that the categories defined above be hierarchical, exhaustive, or mutually exclusive.

From the brief survey of FL components, the enormous potentialities of FL study become evident. It also becomes clear that total mastery of another system of communication in the secondary school is impossible. Therefore, it is advisable to select specific performance objectives relating to the selected components and to designate the level of proficiency that the student is expected to reach. Then, we may examine the theoretical assumptions underlying alternative approaches to each objective in order to determine which approach is the most appropriate. Finally, we may develop methods of evaluation relevant to the chosen approach which assesses the level of proficiency achieved in the specific objective(s) set forth.

THE CHARACTERISTICS OF POTENTIAL LEARNERS

An important consideration in the selection of specific performance objectives is the type of student who will be able to achieve the objective(s) set forth. In order to be a part of a secondary school curriculum oriented toward the education of all adolescents, objectives of study should be obtainable for the average student. Due to the individual differences among students, (even among average students) alternative courses of FL study, oriented toward qualitatively different objectives, should be available. The variety of FL components lends itself to the formation of several qualitatively different courses of instruction at each level of instruction from beginning to advanced.

Until the present, FL policy in N.S.W. has considered the primary characteristic of potential FL students to be an above average I.Q. Through the years, only students of high academic status have gained a place in our FL programmes. The research of Carroll & Sapon (1958) and Pimsleur (1966) in the field of foreign language aptitude testing has given evidence in opposition to the assumption that a peculiarly high I.Q. is the characteristic most essential for success in modern language study.

Carroll & Sapon and Pimsleur have defined FL *aptitude* in terms of the time it takes to master a FL. (The results of the Carroll and Sapon aptitude tests were used as a basis for selection of students to participate in an intensive FL programme over a short period of time.) Thus, a low FL aptitude does not necessarily imply a student's inability to master a FL. It only predicts that he will take longer to master it. The researchers define mastery of a FL in terms of the grammatical, auditory, and lexical components of verbal language, which pertain to the four skills of listening, speaking, reading and writing.

On the basis of preliminary experiments, Pimsleur identified three main factors as essential to FL aptitude: verbal intelligence, motivation and auditory ability. An experimental battery of tests was then developed to assess different aspects of these factors. The tests selected for this experimental language aptitude battery were:

i Vocabulary test
ii Interest tests I-II
iii Linguistic analysis test
iv Rhymes test
v Sound-symbol association test
vi Sound-discrimination test

(Pimsleur et al., 1966.)

The results obtained from administering these tests in an extensive research investigation on underachievement in FL learning indicated that under-achievers showed no difference from normal students on the linguistic analysis test, vocabulary test or rhymes test. However, underachievers scored lower on the interest test, the pitch test and

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In the final edition of the PIMSLEUR LANGUAGE APTITUDE BATTERY, the rhymes test and interest test II were eliminated, and grade point average was added as an additional variable with predictive validity.

Through his research in language aptitude, Pimsleur concludes that there is a special talent for learning FL's: "a special factor beyond intelligence ... [this factor is] auditory ability, which may be defined as the ability to receive and process information through the ear." (Pimsleur et al, 1964.)

Carroll and Sapon consider 1) phonetic coding ability, 2) grammatical sensitivity and 3) inductive ability to be the most clearly identifiable factors in FL aptitude. Their MODERN LANGUAGE APTITUDE TEST is a five-part test which consists of the following:

i Number learning
ii Phonetic script
iii Spelling clues
iv Words in sentences
v Paired associates

The research of Carroll and Sapon into the variables which have the highest predictive validity for success in FL study indicates the following:

> "Facility in learning to speak and understand a FL is a fairly specialized talent (or group of talents) relatively independent of those traits ordinarily included under intelligence." (Carroll, 1963.)

Regarding the respective difficulties of various modern languages, they further conclude:

> "There is little evidence so far that particular languages require special abilities." (Carroll, 1963.)

With the findings of these studies, we can begin to justifiably formulate a new student context in which to implement changes. In a course of instruction such as Bahasia Indonesia, which has no literature of its own, the prevalent selective trend of enrolment seems unwarranted.

Until now, the only studies which have been undertaken in the area of FL aptitude are primarily concerned with optimal student characteristics regarding the grammatical, auditory, and lexical components of verbal language. Student characteristics with respect to 1) the cultural components of verbal language, 2) the literary/graphic components of verbal language and 3) all the components of non-verbal language, are exciting areas of research in need of exploration.

The most valuable aspect of FL aptitude testing is its potential use as a diagnostic agent for 1) directing students to the type of FL course of instruction in which they will achieve the greatest success in the shortest period of time, and/or 2) directing the teacher to the areas of study which will need more emphasis and study-time.

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THE RELATIONSHIP OF SPECIFIC FL OBJECTIVES TO THE STATED AIMS OF EDUCATION IN N.S.W.

Another important consideration in the selection of performance objectives is the relationship of alternative objectives to the stated aims of education in N.S.W. With an understanding of the possible alternatives of FL objectives and the optimal student characteristics with respect to each, the question of relevance arises. Is the objective worthwhile?

Our historical tradition has justified the traditional objectives of FL study in terms of:

i the greater understanding and proficiency in English a student gains from such study.

ii the development of the cognitive skill of literary analysis.

These objectives are referred to as *academic*. We have further added a practical dimension to the academic justification: the advantage, if not the necessity of FL study for university study. Both the purely academic justification and the practical justification as university preparation are open to question on the following grounds:

i There is no evidence to support the positive influence of FL study on the development of one's native language. In fact, there is some evidence to support the negative influence of such study on native language development at certain stages of the child's development. (Jakobovits, 1970.)

ii There is no evidence to support the greater effectiveness of developing the skills of literary analysis through a foreign literature than through the literature of one's own language.

iii Due to the limited proportion of the general student population who continue from Form I to the university, FL instruction oriented toward the goals of university study in Forms I to Forms IV hardly seems justified.* Even the proportion of the select H.S.C.E. FL students who continue a FL in the university is so small that university goals of FL study are not necessarily the most pertinent FL goals available to this group of able students.

The Wyndham Report supports the view that standards demanded by the university "cannot be met at the cost of endangering the provision of a sound general education for all adolescents." (Wyndham Report, p. 67.)

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The value of FL study, once recognized only in purely academic terms is now being recognized in practical terms: the need for Australians to communicate in foreign languages as an instrument for international relations and its usefulness and/or requirement for a variety of careers. A publication entitled "Why Learn

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* At the time of the Wyndham Report, only 7.5 per cent of a typical secondary school entry matriculated. (Wyndham Report, p.48.) Current estimates suggest that the proportion of a typical secondary school entry who matriculates has not risen above 25 per cent.

Foreign Languages?" clearly outlines the practical uses of FL study in N.S.W. (University of N.S.W. publication on behalf of the Languages and the Community Committee.)

Wallace Lambert has undertaken interesting research in the area of student motivation toward FL learning. He classifies the drives toward FL study in terms of the goals sought: those drives whose orientation is *instrumental* and those whose orientation is *integrative*.

> "The orientation is instrumental in form if the purposes of the language study reflect the more utilitarian value of linguistic achievement, such as getting ahead professionally. It is integrative if the student is oriented to learn more about the other cultural community as if he desired to become a potential member of the other groups." (Lambert, 1961.)

According to the findings of Lambert, motivation instrumentally oriented toward the language skills - e.g. reading, writing, speaking, listening - for utilitarian purposes is weaker than that of integrative orientation. The development of a sympathetic attitude toward the foreign culture, principally through identification with the target culture and its group members is the main goal of integrative orientation in FL study.

Educators universally recognise the general educational and cultural value of studying FL's. However, little more than 'recognition' has taken place. In Australia, past as well as current syllabi stress the importance of studying about the target culture or civilization. Unfortunately, as previously mentioned, the cultural or civilization studies have been "interpreted in the nineteenth century sense of refinement": a study of selected literary works of the masters. Any additional cultural or civilization studies usually designate historical events and places, and geographical factors. Even such additional study is treated as a supplement to *serious* study. In 1972, 20 marks out of 180 were allocated to the study of French civilization at the H.S.C.E., French, Level I. From 1973, all questions pertaining to civilization topics will no longer form a part of the H.S.C.E.

> "However, since the study of aspects of French Civilization is an integral part of the course, this study is to be undertaken in the first part of the Senior Course and, to allow full integration with other aspects of the course, should be based on a text written in French, to be treated as part of the student's normal reading programmes." (Notes on the Syllabus in French, 1972.)

Unfortunately, due to the supremacy of external examinations, both teachers and students alike prefer to spend time on those aspects of the course which will be examined. Thus, even the recognised limited sphere of 'cultural' aspects are often neglected. Too often the potentially 'serious' information to be gained from multi-media activities such as films, music, art and current events of the target culture, are treated peripherally, as a moment of 'relaxation' from mental activity, if treated at all.

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In discussing the specific functions of Secondary Education in N.S.W., the Wyndham Report states:

> "Since the democratic attitude implies a sympathy with and an understanding of people of other communities, it must be a constant concern of the secondary school to lead pupils to a knowledge not only of our own society, but also of societies other than our own. A knowledge of people of other countries and an awareness of their problems, and of the deeper tensions operating in the modern world of which we form an integral part, is of vital importance..."
> (Wyndham Report, 1957, p.130.)

With the stated aims of education inspiring integrative orientation toward goals of all secondary study - e.g. "to stimulate in all pupils the desire to learn" - an integrative orientation toward FL study seems in accordance with Australian educational philosophy as well as with modern psychological theory.

Language provides the most direct experience with another form of thought. It is the symbolization of the concepts of another culture. One may argue that students can learn about other cultures more efficiently in English through social studies. This argument assumes that language and culture can be mutually exclusive, and that all things peculiar to a given culture are translatable into the symbols of another culture. Where the concept or form of discrimination that exists in the target culture does not exist in the native culture of the student, the native language will not have a symbol by which to communicate the new meaning. Without knowledge of the symbols used to express a new concept peculiar to a given culture, one is learning *about* the concept rather than actually being able to *conceptualize* it.

Of course for a student to communicate the cultural phenomena of another culture, his course of study must be oriented toward performance objectives incorporating cultural concepts. A problem which often arises is the difficulty of defining specific performance objectives for cultural goals and the difficulty in assessing the performance of such goals objectively. H.N. Seelye, (1970) has presented interesting investigations in this field in an article entitled, "Performance Objectives for Teaching Cultural Concepts".

In summary, we need to undertake investigations into the alternative goals of FL study in order to determine which are most appropriate (1) in terms of the learner's interests, abilities, and aptitudes, in all of which age is an essential factor, and (2) in terms of the stated aims of education in N.S.W. Then we may develop FL syllabi whose specific goals reflect these general aims. Finally, we may develop methods of assessment in accordance with the syllabi which examine the specific objectives sought and which allocate marks proportionate to the importance committed to specific objectives.

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THEORETICAL ASSUMPTIONS UNDERLYING THE ACHIEVEMENT OF SPECIFIC OBJECTIVES

After selecting performance objectives in accordance with the general aims of education and the needs of students, another question arises: How should we teach, or, by which approach should the students learn?

The method of instruction for a specific performance objective may vary according to the particular theory of learning which is (i) considered applicable and (ii) accepted.

i Some educators support the view that various theories of learning are only applicable to certain processes or activities; e.g. supporters of this view could purport that the theoretical assumptions underlying the acquisition of the speaking and listening skills of a FL differ from those underlying the acquisition of the writing skills which are necessary to translate from a printed text.

Others support the view that an adequate theory of learning, by definition, must be able to account for all learning activities.

ii Often several theories claim to account for the same learning activities. One's choice of methodology will ultimately depend on one's acceptance of a particular theory or theories. The complexity of the decision is underlined in the discussion of language acquisition:

a. Skinner's behaviourist theory of learning accounts for language acquisition in terms of a complex habit which is conditioned by positive and negative reinforcement. This theory is the base of the pattern practice drills so often synonymous with the audio-lingual method of FL teaching/learning. Audio-lingual habit theory stresses practice of specific patterns without awareness of the structure involved.

b. In similar terms, Mowrer describes language acquisition as a function of associate learning. In contrast with Skinner's theory, which emphasises the external mechanics involved in habit-formation, Mowrer's theory emphasises the internal feelings associated with an act.

c. The cognitive code-learning theory of the Gestalt proponents describes language acquisition as a function of cognizance regarding language structure. This theory is the base of the structuralist approach which combines explanations of the surface structure with structural drills.

d. Chomsky's theory of transformational grammar describes language acquisition in terms of an skills which are necessary to translate from a printed text.

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d. Chomsky's theory of transformational grammar describes language acquisition in terms of an innate base structure from which language generates as the learner discovers the base structure. Linguistic universals constitute the base. This theory has given birth to a new FL methodology called the generative or transformational grammar approach which provides transformational drills, aimed at student discovery of the base structure.

e. In contrast with Chomsky's theory of innate language structure, Piaget describes language acquisition in terms of genetic epistemology. According to his interactionist theory, language differentiation is part of the symbolic function which progresses in conjunction with the individual's genetic stages of development and his experience. In opposition to Chomsky's theory of language acquisition, Barbel Inhelder, Piaget's associate, states:

> "The particular stage in verbal acquisition can be explained only by operational development. If language developed autonomously, our results would be inexplicable." (Inhelder, 1971.)

Until the present, no specific FL methodology has been based directly on Piagetian theory.

Each of the above theoretical synopses is of necessity oversimplified. For the moment, suffice to establish the fact that vast theoretical differences as to the nature of the learning processes involved in language acquisition do exist.

These theoretical differences not only give rise to diverse methods of teaching and learning FL's, but also to diverse decisions regarding another equally important question: What is the optimal age for FL study? Varied theories of language acquisition have produced varied responses to this question. Research evidence still appears to be inconsistent. The two major contingents are:

i those who propose that the optimal age for FL study is before the age of puberty - i.e. in primary school (Chomsky, 1964;1965, Lenneberg, 1967; Penfield, 1953;1959.)

ii those who propose that (1) the optimal age of FL study varies, depending on the specific performance objectives sought and (2) the periods of adolescence and adulthood are no less optimal for FL study (Mueller, 1967; Olson & Samuels, 1972; Wipf, 1972; Yeni-Komshian, Zaubin & Afendras, 1968.)

Jakobovits summarizes Stern's discussion of the argued advantages and disadvantages of learning FL's at various ages: (Jakobovits, 1970, pp. 60-61.)

1. Age of acquisition: before adolescence (ages 3 - 10)
    a. Advantages:
        i Accords with the neurophysiology of the brain (?)
        ii Easiest and most effective (?)
        iii Natural good pronunciation
        iv Leaves richer linguistic memory traces for later expansion
        v Longer time for language training can be

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      iv Leaves richer linguistic memory traces for later expansion
      v Longer time for language training can be allowed

   b. Disadvantages:
      i Possible confusion with first language habits
      ii No conscious acquisition of language learning process
      iii Time spent not commensurate with results
      iv (Additional to Jakobovits' summary: possible balance effects)

2. Age of acquisition: at adolescence (ages 11 to School Leaving)
    a. Advantages:
        i Increased capacity to appreciate many aspects of language and culture contacts
        ii Still sufficient time to attain high standard
        iii Improved memory and higher level of intellectual growth
        iv First language skills well established, hence no confusion

    b. Disadvantages:
        i More laborious than early learning
        ii Success demands tenacity
        iii Self-consciousness
        iv Possible refusal to memorize
        v Experience has shown poor results frequent
        vi Already crowded curricula and specialization of studies
        vii (Additional to Jakobovits' summary: possible interference of established structures)

3. Age of acquisition: adulthood
    a. Advantages:
        i Specificity of purpose
        ii Good motivation added to reasons mentioned for adolescence
        iii Greatest amount of learning in least amount of time

    b. Disadvantages:
        i Not enough time
        ii Other preoccupations
        iii Irregularity of study
        iv (Additional to Jakobovits' summary: possible interference of established language patterns; less 'plasticity' of the brain; greater inflexibility (?))

The above summary points up some of the controversial and often contradictory claims with respect to the optimal age of FL study. There are other relevant issues in need of exposition.

The largest gap in our theoretical knowledge is the degree of similarity or difference between first language acquisition and second language acquisition.

Before any radical change in policy takes place regarding the time students should begin the study of a FL, we need a thorough exposition of past research evidence combined with our own controlled experiments, using our conditions of teaching (e.g. language facilities, teacher resources and student resources) as variables.

CONCLUSION

The conclusion to the present paper is that we have just begun. Effective change begins with an awareness of the narrow perspective in which FL study has been conceived and with the desire to make FL study available to all pupils. With careful examination of (1) the total scope of possible FL criteria, (2) the necessary characteristics of potential FL learners, (3) the relationship of specific criteria to the aims of education in N.S.W., and (4) the theoretical assumptions underlying achieve-

a. Advantages:
  - i Specificity of purpose
  - ii Good motivation added to reasons mentioned for adolescence
  - iii Greatest amount of learning in least amount of time

b. Disadvantages:
  - i Not enough time
  - ii Other preoccupations
  - iii Irregularity of study
  - iv (Additional to Jakobovits' summary: possible interference of established language patterns; less 'plasticity' of the brain; greater inflexibility (?))

The above summary points up some of the controversial and often contradictory claims with respect to the optimal age of FL study. There are other relevant issues in need of exposition.

The largest gap in our theoretical knowledge is the degree of similarity or difference between first language acquisition and second language acquisition.

Before any radical change in policy takes place regarding the time students should begin the study of a FL, we need a thorough exposition of past research evidence combined with our own controlled experiments, using our conditions of teaching (e.g. language facilities, teacher resources and student resources) as variables.

CONCLUSION

The conclusion to the present paper is that we have just begun. Effective change begins with an awareness of the narrow perspective in which FL study has been conceived and with the desire to make FL study available to all pupils. With careful examination of (1) the total scope of possible FL criteria, (2) the necessary characteristics of potential FL learners, (3) the relationship of specific criteria to the aims of education in N.S.W., and (4) the theoretical assumptions underlying achievement of specific objectives, we can begin to effectively adapt FL programmes to our educational system and to our students.

APPENDIX A

Examination of the Selectivity of Foreign Language Students

TABLE I

S.C.E. : 1967 - 1972

MEAN I.Q. OF ENGLISH AND TOTAL FL CANDIDATURES

	ENGLISH	TOTAL FL	DIFFERENCE BETWEEN ENGLISH AND FL
1967 No.	30271	16183	
Mean (Weighted)	110.52	117.90	7.38
S.D. (Pooled)	11.29	9.56	1.73
1969 No.	39064		
Mean (Weighted)	109.41	118.39	8.98
S.D. (Pooled)	12.07	9.91	2.16
1970 No.	41595	16426	
Mean (Weighted)	109.33	118.39	9.06
S.D. (Pooled)	12.24	10.01	2.23
1971 No.	43744	15262	
Mean (Weighted)	109.58	118.45	8.87
S.D. (Pooled)	12.41	10.44	1.97
1972 No.	46715	14281	
Mean (Weighted)	106.14	115.68	9.54
S.D. (Pooled)	12.93	11.20	1.72

NOTE: A change in the norming of Intermediate Test D occurred in 1967 which was applied to results of Intermediate Test D scores for sixth class students in 1968. The I.Q. distributions of all candidates at the S.C.E. in 1972 were thus affected by this change in norming. A decrease of approximately three points occurs within the mean I.Q. of English candidates and FL candidates between 1971 and 1972. However, the relationship between the mean I.Q. of English candidates and FL

	S.D. (Pooled)	11.29	9.56	1.73
1969	No.	39064		
	Mean (Weighted)	109.41	118.39	8.98
	S.D. (Pooled)	12.07	9.91	2.16
1970	No.	41595	16426	
	Mean (Weighted)	109.33	118.39	9.06
	S.D. (Pooled)	12.24	10.01	2.23
1971	No.	43744	15262	
	Mean (Weighted)	109.58	118.45	8.87
	S.D. (Pooled)	12.41	10.44	1.97
1972	No.	46715	14281	
	Mean (Weighted)	106.14	115.68	9.54
	S.D. (Pooled)	12.93	11.20	1.72

NOTE: A change in the norming of Intermediate Test D occurred in 1967 which was applied to results of Intermediate Test D scores for sixth class students in 1968. The I.Q. distributions of all candidates at the S.C.E. in 1972 were thus affected by this change in norming. A decrease of approximately three points occurs within the mean I.Q. of English candidates and FL candidates between 1971 and 1972. However, the relationship between the mean I.Q. of English candidates and FL candidates is not affected by this change. Therefore, for the purposes of this paper, results appear in their documented form, without conversion to a common scale.

MEAN I.Q. (BY LEVEL) OF S.C.E. CANDIDATES IN 1) ENGLISH, 2) HISTORY, 3) COMMERCE, 4) FRENCH, and 5) GERMAN

	1967			1969			1970			1971			1972		
	No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.
dvanced	9641	119.88	8.20	14227	118.91	8.76	16352	118.46	8.97	17606	118.74	9.02	17928	116.01	9.71
rdinary	20630	106.14	9.84	22801	104.98	9.56	23300	104.36	9.68	23968	104.42	9.93	26225	101.12	10.18
otal	30271	110.52	11.29	39064	109.41	12.07	41595	109.33	12.24	43744	109.58	12.41	46715	106.14	12.92
dvanced	6339	118.99	9.02	8250	118.57	9.43	9222	118.29	9.77	9483	118.47	10.00	9888	115.74	10.28
rdinary	7533	108.75	10.13	6920	107.53	10.15	7166	106.62	10.18	6827	105.90	10.54	7446	103.12	10.53
otal	13872	113.43	10.90	15709	113.04	11.45	16890	112.75	11.69	17027	112.53	12.21	18146	109.55	12.60
Advanced	2939	114.96	8.84	5126	115.03	8.95	5943	115.02	9.37	6407	115.97	9.50	7003	113.28	9.89
Ordinary	7046	107.23	9.25	7710	105.96	9.44	7655	105.53	9.49	8080	106.02	9.85	8621	102.60	9.86
Total	9985	109.50	9.84	12836	109.58	10.28	13598	109.68	10.52	14487	110.42	10.89	15624	107.39	11.19
vanced or Level I	5161	120.93	8.61	6045	121.11	9.05	6249	120.82	9.12	5800	121.29	9.28	5338	118.63	9.98
rdinary or vel II adv.	6311	113.70	8.73	5205	113.56	8.91	1658	113.21	9.01	4095	113.13	9.43	3164	109.53	10.26
tal	11472	116.95	9.39	11250	117.62	9.71	11089	117.59	9.69	9895	117.91	10.21	8502	115.24	11.04
vanced or vel I	1342	121.49	9.28	2015	121.12	10.08	2242	121.51	10.07	2255	121.56	9.96	2370	119.00	10.58
rdinary or vel II adv.	1310	116.52	9.83	1170	115.16	9.64	1306	114.82	9.45	1451	114.79	9.84	1470	110.84	10.53
tal	2652	119.03	9.88	3185	118.93	10.34	3548	119.05	10.33	3706	118.91	10.44	3840	115.88	11.24
nd German for year - no., mean, pooled	14124	117.34	9.52	14435	117.90	9.87	14637	117.94	9.98	13601	118.18	10.28	12342	115.43	11.11

MEAN I.Q. (BY LEVEL) OF S.C.E. CANDIDATES IN 1) ENGLISH,
4) FRENCH, and 5) GERMAN

		1967			1969			1970	
		No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean
English	Advanced	9641	119.88	8.20	14227	118.91	8.76	16352	118.46
	Ordinary	20630	106.14	9.84	22801	104.98	9.56	23300	104.36
	Total	30271	110.52	11.29	39064	109.41	12.07	41595	109.33
History	Advanced	6339	118.99	9.02	8250	118.57	9.43	9222	118.29
	Ordinary	7533	108.75	10.13	6920	107.53	10.15	7166	106.62
	Total	13872	113.43	10.90	15709	113.04	11.45	16890	112.75
Commerce	Advanced	2939	114.96	8.84	5126	115.03	8.95	5943	115.02
	Ordinary	7046	107.23	9.25	7710	105.96	9.44	7655	105.53
	Total	9985	109.50	9.84	12836	109.58	10.28	13598	109.68
French	Advanced or Level I	5161	120.93	8.61	6045	121.11	9.05	6249	120.82
	Ordinary or Level II adv.	6311	113.70	8.73	5205	113.56	8.91	1658	113.21
	Total	11472	116.95	9.39	11250	117.62	9.71	11089	117.59
German	Advanced or Level I	1342	121.49	9.28	2015	121.12	10.08	2242	121.51
	Ordinary or Level II adv.	1310	116.52	9.83	1170	115.16	9.64	1306	114.82
	Total	2652	119.03	9.88	3185	118.93	10.34	3548	119.05
French and German for a given year - no., weighted mean, pooled S.D.		14124	117.34	9.52	14435	117.90	9.87	14637	117.94

Table IIB

S.C.E. 1972

FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, COMMERCE AND ALL FOREIGN LANGUAGES (BY LEVEL)

		English		History		Commerce		French		German		Spanish	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
70- 74	A	1		1		1		0		1		0	
	O	98		27		16		3		2		0	
	M	161	6	31	4	0							
75- 79	A	4		2		4		8		2		2	6
	O	336	1	67	1	76	1	10		5		0	
	M	313	12	70	9	0							
80- 84	A	8		17		13		9		4		1	3
	O	844	3	191	3	181	2	20	1	9	1	0	
	M	471	18	80	10	0							
85- 89	A	30		42		36	1	14		12	1	0	
	O	1819	7	394	5	438	5	53	2	21	1	0	
	M	516	20	110	14	0							
90- 94	A	162	1	135	1	135	2	44	1	22	1	2	6
	O	3406	13	834	11	997	12	141	5	61	4	0	
	M	472	18	144	18	0							
95- 99	A	564	3	428	4	373	5	121	2	67	3	2	6
	O	5204	20	1239	17	1619	19	290	9	106	7	0	
	M	346	14	147	18	0							
100-104	A	1389	8	824	8	755	11	253	5	118	5	0	
	O	5141	20	1427	19	1753	20	467	15	184	13	3	21
	M	147	6	108	13	0							
105-109	A	2307	13	1177	12	1122	16	456	9	186	8	4	13
	O	3974	15	1201	16	1420	17	549	17	244	17	4	29
	M	72	3	71	9	0		0					
110-114	A	3424	19	1737	18	1392	20	806	15	328	14	5	16
	O	2917	11	1033	14	1124	13	600	19	273	19	5	36
	M	37	1	37	5	0							
115-119	A	3776	21	2008	20	1400	20	1080	20	440	19	7	22
	O	1630	6	612	8	656	8	542	17	282	19	2	14
	M	14	1	10	1	0							
120-124	A	2656	15	1437	15	832	12	974	18	404	17	4	13
	O	546	2	256	3	223	3	260	8	147	10	0	
	M	8		2		0							
125-129	A	1674	9	952	10	494	7	673	13	305	13	2	6
	O	225	1	111	1	81	1	153	5	81	6	0	
	M	2		2		0							
130-134	A	1735	10	1008	10	401	6	790	15	431	18	3	9
	O	75		47	1	32		71	2	52	4	0	
	M	1		0		0							
135+	A	198	1	120	1	45	1	110	2	50	2	0	
	O	10		7		5		5		3		0	
	M	2		0		0							
Total	A	17928		9888		7003		5338		2370		32	
	O	26225		7446		8621		3164		1470		14	
	M	2562		812		0							
Mean	A	116		116		113		119		119		111	
	O	101		103		103		110		111		109	
	M	88		93		0							
S.D.	A	10		10		10		10		11		15	
	O	10		11		10		10		11		5	
	M	10		11		0							

NOTE: (%) per cent is expressed as a percentage of the total enrolment in a given level of a given subject.

	O	5204	20	1239	17	1619	19	290	9	106	7	0	
	M	346	14	147	18	0							
100-104	A	1389	8	824	8	755	11	253	5	118	5	0	
	O	5141	20	1427	19	1753	20	467	15	184	13	3	21
	M	147	6	108	13	0							
105-109	A	2307	13	1177	12	1122	16	456	9	186	8	4	13
	O	3974	15	1201	16	1420	17	549	17	244	17	4	29
	M	72	3	71	9	0		0					
110-114	A	3424	19	1737	18	1392	20	806	15	328	14	5	16
	O	2917	11	1033	14	1124	13	600	19	273	19	5	36
	M	37	1	37	5	0							
115-119	A	3776	21	2008	20	1400	20	1080	20	440	19	7	22
	O	1630	6	612	8	656	8	542	17	282	19	2	14
	M	14	1	10	1	0							
120-124	A	2656	15	1437	15	832	12	974	18	404	17	4	13
	O	546	2	256	3	223	3	260	8	147	10	0	
	M	8		2		0							
125-129	A	1674	9	952	10	494	7	673	13	305	13	2	6
	O	225	1	111	1	81	1	153	5	81	6	0	
	M	2		2		0							
130-134	A	1735	10	1008	10	401	6	790	15	431	18	3	9
	O	75		47	1	32		71	2	52	4	0	
	M	1		0		0							
135+	A	198	1	120	1	45	1	110	2	50	2	0	
	O	10		7		5		5		3		0	
	M	2		0		0							
Total	A	17928		9888		7003		5338		2370		32	
	O	26225		7446		8621		3164		1470		14	
	M	2562		812		0							
Mean	A	116		116		113		119		119		111	
	O	101		103		103		110		111		109	
	M	88		93		0							
S.D.	A	10		10		10		10		11		15	
	O	10		11		10		10		11		5	
	M	10		11		0							

NOTE: (%) per cent is expressed as a percentage of the total enrolment in a given level of a given subject.

A=Advanced; B=Ordinary; M=Modified

Table IIB
S.C.E. 1972
FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, COMMERCE AND ALL FOREIGN LANGUAGES (BY LEVEL)

		Indonesian		Latin A		Latin B		Greek		Japanese		Russian	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
70- 74	A	0	0	0	0	0	0	0	0	0	0	1	2
	O	0	0	0	0	0							
	M												
75- 79	A	0	0	0	0	0	0	0	0	0	0	1	2
	O	0		0									
	M												
80- 84	A	0	0	0	0	0	0	1	4	0	0	1	2
	O	0		0									
	M												
85- 89	A	0	0	1	0	0	0	2	9	0	0	2	4
	O	0	0	2	1								
	M												
90- 94	A	1	0	1	0	0	0	0	0	0	0	7	16
	O	4	3	4	2								
	M												
95- 99	A	9	3	6	1	2	3	1	4	0	0	5	11
	O	9	7	7	3	0							
	M												
100-104	A	19	6	16	2	3	4	1	4	1	4	6	13
	O	16	12	15	6								
	M												
105-109	A	31	10	44	6	5	6	1	4	1	4	3	7
	O	22	17	32	13								
	M												
110-114	A	39	13	100	13	11	14	2	9	3	12	5	11
	O	27	21	50	20								
	M												
115-119	A	66	21	159	20	16	20	3	13	2	8	5	11
	O	19	15	54	22								
	M												
120-124	A	62	20	137	17	15	19	0	0	4	16	2	4
	O	20	16	40	16								
	M												
125-129	A	31	10	108	14	11	14	2	9	4	16	2	4
	O	8	6	23	9								
	M												
130-134	A	47	15	205	26	15	19	10	44	10	40	5	11
	O	4	3	18	7								
	M												
135+	A	3	1	21	3	1	1	0	0	1	4	0	0
	O	1	0	3	1								
	M												
Total	A	308		798		79		23		25		45	
	O	129		248									
	M												
Mean	A	118		122		120		118		125		106	
	O	112		116									
	M												
S.D.	A	10		9		9		16		8		15	
	O	9		10									
	M												

	M												
100-104	A	19	6	16	2	3	4	1	4	1	4	6	13
	O	16	12	15	6								
	M												
105-109	A	31	10	44	6	5	6	1	4	1	4	3	7
	O	22	17	32	13								
	M												
110-114	A	39	13	100	13	11	14	2	9	3	12	5	11
	O	27	21	50	20								
	M												
115-119	A	66	21	159	20	16	20	3	13	2	8	5	11
	O	19	15	54	22								
	M												
120-124	A	62	20	137	17	15	19	0	0	4	16	2	4
	O	20	16	40	16								
	M												
125-129	A	31	10	108	14	11	14	2	9	4	16	2	4
	O	8	6	23	9								
	M												
130-134	A	47	15	205	26	15	19	10	44	10	40	5	11
	O	4	3	18	7								
	M												
135+	A	3	1	21	3	1	1	0	0	1	4	0	0
	O	1	0	3	1								
	M												
Total	A	308		798		79		23		25		45	
	O	129		248									
	M												
Mean	A	118		122		120		118		125		106	
	O	112		116									
	M												
S.D.	A	10		9		9		16		8		15	
	O	9		10									
	M												

Table IIB

S.C.E. 1972

FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, COMMERCE AND ALL FOREIGN LANGUAGES (BY LEVEL)

		Dutch		Hebrew		Italian	
		No.	%	No.	%	No.	%
70- 74	A	0	0	0	0	3	1
	O						
	M						
75- 79	A	0	0	0	0	9	4
	O						
	M						
80- 84	A	0	0	0	0	6	3
	O						
	M						
85- 89	A	0	0	0	0	5	2
	O						
	M						
90- 94	A	0	0	0	0	18	8
	O						
	M						
95- 99	A	0	0	1	14	24	11
	O						
	M						
100-104	A	0	0	0	0	40	18
	O						
	M						
105-109	A	1	17	0	0	31	14
	O						
	M						
110-114	A	3	50	2	29	34	15
	O						
	M						
115-119	A	0	0	0	0	25	11
	O						
	M						
120-124	A	0	0	1	14	17	8
	O						
	M						
125-129	A	0	0	1	14	9	4
	O						
	M						
130-134	A	0	0	2	29	3	1
	O						
	M						
135+	A	2	33	0	0	1	0
	O						
	M						
Total	A	6		7		225	
	O						
	M						
Mean	A	120		119		105	
	O						
	M						
S.D.	A	13		12		13	
	O						
	M						

100-104	M A O	0	0	0	0	40	18
105-109	M A O	1	17	0	0	31	14
110-114	M A O	3	50	2	29	34	15
115-119	M A O	0	0	0	0	25	11
120-124	M A O	0	0	1	14	17	8
125-129	M A O	0	0	1	14	9	4
130-134	M A O	0	0	2	29	3	1
135+	M A O	2	33	0	0	1	0
Total	M A O	6		7		225	
Mean	M A O	120		119		105	
S.D.	M A O	13		12		13	
	M						

TABLE IIIa

H.S.C.E. - 1968 - 1972

MEAN I.Q. OF ENGLISH AND TOTAL FL CANDIDATURE

		English	Total FL	Difference between English and FL
1968	No.	13368	6142	7226
	Mean (Weighted)	115.49	119.97	4.48
	S.D. (Pooled)	10.41	13.00	2.59
1969	No.	15010	5730	9280
	Mean	115.62	119.46	3.84
	S.D.	10.26	9.61	0.65
1970	No.	16334	4852	11482
	Mean	115.59	119.74	4.15
	S.D.	10.36	9.70	0.66
1971	No.	17383	4391	12992
	Mean	115.94	120.15	4.21
	S.D.	10.51	10.23	0.28
1972	No.	18804	4090	14714
	Mean	115.90	119.93	4.03
	S.D.	10.67	10.44	0.23

COMMENTS

i The mean I.Q. of the total FL candidature at the H.S.C.E. has consistently been more than four marks above the mean I.Q. of the English candidature (with the exception of 1969).

ii The above data shows the maintenance of the élite FL candidature as compared to the English candidature at the H.S.C.E., 1968-1972.

iii Due to the selectivity of the entire H.S.C.E. candidature as compared to the S.C.E. candidature (compare with Table I, p13) the FL candidature at the H.S.C.E. represents an exceptionally select group.

	S.D.	10.26	9.61	0.65
1970	No.	16334	4852	11482
	Mean	115.59	119.74	4.15
	S.D.	10.36	9.70	0.66
1971	No.	17383	4391	12992
	Mean	115.94	120.15	4.21
	S.D.	10.51	10.23	0.28
1972	No.	18804	4090	14714
	Mean	115.90	119.93	4.03
	S.D.	10.67	10.44	0.23

COMMENTS

i The mean I.Q. of the total FL candidature at the H.S.C.E. has consistently been more than four marks above the mean I.Q. of the English candidature (with the exception of 1969).

ii The above data shows the maintenance of the élite FL candidature as compared to the English candidature at the H.S.C.E., 1968-1972.

iii Due to the selectivity of the entire H.S.C.E. candidature as compared to the S.C.E. candidature (compare with Table I, p13) the FL candidature at the H.S.C.E. represents an exceptionally select group.

TABLE IIIb: Supporting Data

H.S.C.E. : 1968 - 1972

MEAN I.Q. OF 1) THE TOTAL FL CANDIDATURE
2) THE COMBINED FRENCH AND GERMAN CANDIDATURE
3) THE TOTAL FL CANDIDATURE EXCLUDING FRENCH AND GERMAN

	No.	Mean *	S.D. *
1968			
All Foreign Languages	6142	119.97	13.00
French & German	4954	119.27	9.53
All except French & German	1188	122.84	19.13
1969			
All Foreign Languages	5730	119.46	9.61
French & German	4737	119.43	9.36
All except French & German	993	119.65	10.65
1970			
All Foreign Languages	4852	119.74	9.70
French & German	3634	120.27	9.17
All except French & German	1218	118.04	10.95
1971			
All Foreign Languages	4391	120.15	10.23
French & German	3306	120.62	9.79
All except French & German	1085	118.83	11.31
1972			
All Foreign Languages	4090	119.93	10.44
French & German	3027	120.45	10.24
All except French & German	1063	118.52	10.93

* Note: The above figures represent weighted means and pooled standard deviations.

COMMENTS

The mean I.Q. is relatively the same for:

i The total foreign language candidature.

ii The combined French and German candidature.

iii The total foreign language candidature excluding French and German.

All Foreign Languages	5730	119.46	9.61
French & German	4737	119.43	9.36
All except French & German	993	119.65	10.65
1970			
All Foreign Languages	4852	119.74	9.70
French & German	3634	120.27	9.17
All except French & German	1218	118.04	10.95
1971			
All Foreign Languages	4391	120.15	10.23
French & German	3306	120.62	9.79
All except French & German	1085	118.83	11.31
1972			
All Foreign Languages	4090	119.93	10.44
French & German	3027	120.45	10.24
All except French & German	1063	118.52	10.93

* Note: The above figures represent weighted means and pooled standard deviations.

COMMENTS

The mean I.Q. is relatively the same for:

i The total foreign language candidature.

ii The combined French and German candidature.

iii The total foreign language candidature excluding French and German.

TABLE IVa

MEAN I.Q. BY LEVELS OF ENGLISH AND FL* CANDIDATURES

H.S.C.E. - 1972

	Total No.	Percentage of Total Candidature	Weighted Mean	Pooled S.D.
Level I				
FL	1335	43.91	123.25	9.79
English	2931	15.56	123.70	8.39
Level II				
FL	1491	49.05	119.01	9.89
English	11213	56.54	116.68	9.63
Level III				
FL	214	7.04	113.21	9.77
English	4689	24.90	109.76	10.31

* NOTE: 'FL' in this table refers to the combined candidatures of French and German. Mean I.Q. data are weighted and the standard deviations are pooled.

COMMENTS

i Relatively no difference exists between the mean I.Q. of English candidates and FL candidates at Level I, H.S.C.E., 1972.

ii A difference of 2.33 exists between the mean I.Q. of English candidates and FL candidates at Level II, H.S.C.E., 1972.

iii A difference of 4.05 exists between the mean I.Q. of English candidates and FL candidates at Level III, H.S.C.E., 1972.

iv A significant difference in the proportion of English candidates and Fl candidates sitting at each level occurs in Level I and Level III. Only 15.56% of the total H.S.C.E. English candidature sits at Level I while 43.91% of the FL candidature sits at Level I. Conversely, only 7.04% of the FL candidature sits at Level III, while 24.90% of the English candidature sits at Level III.

v Selectivity of the H.S.C.E. FL candidature in relation to the English candidature increases steadily from Level I to Level III. The greatest difference between the candidatures occurs in Level III.

FL	214	7.04	113.21	9.77
English	4689	24.90	109.76	10.31

* NOTE: 'FL' in this table refers to the combined candidatures of French and German. Mean I.Q. data are weighted and the standard deviations are pooled.

COMMENTS

i Relatively no difference exists between the mean I.Q. of English candidates and FL candidates at Level I, H.S.C.E., 1972.

ii A difference of 2.33 exists between the mean I.Q. of English candidates and FL candidates at Level II, H.S.C.E., 1972.

iii A difference of 4.05 exists between the mean I.Q. of English candidates and FL candidates at Level III, H.S.C.E., 1972.

iv A significant difference in the proportion of English candidates and Fl candidates sitting at each level occurs in Level I and Level III. Only 15.56% of the total H.S.C.E. English candidature sits at Level I while 43.91% of the FL candidature sits at Level I. Conversely, only 7.04% of the FL candidature sits at Level III, while 24.90% of the English candidature sits at Level III.

v Selectivity of the H.S.C.E. FL candidature in relation to the English candidature increases steadily from Level I to Level III. The greatest difference between the candidatures occurs in Level III.

TABLE IVb: SUPPORTING DATA

MEAN I.Q. BY LEVELS OF ENGLISH AND ALL FOREIGN LA

Subject		1968			1969			1970		
		No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.
English	I	1572	123.50	8.55	1920	123.84	8.24	2404	123.69	8.00
	II	8327	116.90	9.31	9588	116.53	9.12	10219	116.40	9.18
	III	3469	108.48	9.67	3502	108.61	9.90	3711	108.10	9.92
	Total	13368	115.49	10.41	15010	115.62	10.26	16334	115.59	10.36
French	I	720	123.34	9.00	855	123.42	8.79	842	123.33	8.57
	II	2751	118.96	9.08	2455	118.69	9.00	1653	119.35	8.69
	III	524	113.82	8.71	477	114.64	8.35	219	114.30	8.47
	Total	3995	119.07	9.39	3787	119.25	9.25	2714	120.18	8.99
German	I	341	122.45	10.45	410	121.95	9.80	408	122.35	9.88
	II	539	119.06	9.62	477	119.31	9.40	467	119.54	9.09
	III	79	117.31	8.77	63	114.93	9.19	45	114.33	9.79
	Total	959	120.12	10.02	950	120.16	9.75	920	120.53	9.69
Latin	I	221	123.83	8.26	237	124.36	8.89	259	123.96	8.59
	II	418	121.33	9.10	232	122.10	8.42	187	120.71	7.59
	III	28	117.89	8.39	27	118.66	7.05	18	117.83	8.58
	Total	667	122.02	8.93	496	122.99	8.72	464	122.41	8.41
Greek	I	10	122.00	8.06	13	120.84	15.63	9	108.66	18.89
	II	6	105.33	10.30	5	113.00	14.96	9	102.55	16.60
	III	41	225.79	7.18	-	-	-	-	-	-
	Total	57	194.90	5.07	18	118.66	16.30	18	105.61	18.57
Italian	I	6	98.66	12.52	23	108.52	13.31	12	103.66	8.07
	II	13	103.92	8.01	6	105.33	9.01	15	100.66	13.52
	III	-	-	-	-	-	-	2	87.00	5.00
	Total	19	102.26	10.24	29	107.86	12.83	29	100.95	12.03
Spanish	I	2	102.00	15.00	11	104.72	15.52	6	96.16	12.77
	II	1	92.00	0.00	3	117.00	7.07	-	-	-
	III	-	-	-	-	-	-	-	-	-
	Total	3	98.67	16.07	14	107.35	15.58	6	-	-
B. Indonesia										
	II	347	119.17	9.32	306	118.16	9.44	577	117.44	9.82
	III	19	110.68	12.89	55	115.72	8.42	45	110.55	10.89
	Total	366	116.83	9.66	361	117.79	9.35	622	116.94	10.07
Russian	II	19	104.36	9.46	23	111.78	10.18	29	107.51	12.33
	Total	19			23			29		
Dutch	I	-	-	-	-	-	-	6	117.83	6.13
	II	9	115.33	9.75	9	114.22	12.95	10	113.50	5.50
	Total	9			9			16	115.12	6.32
Hebrew	I	-	-	-	-	-	-	4	123.25	4.14
	II	3	118.66	10.35	11	111.54	10.38	-	-	-
	Total	3			11			4		
Chinese	II	25	105.40	13.90	16	107.00	16.10	18	110.05	13.59
	Total	25			16			18		
Japanese	II	20	119.75	8.72	16	122.00	13.57	12	121.16	11.16
	Total	20			16			12		

TABLE IVb: SUPPORTING DATA

.Q. BY LEVELS OF ENGLISH AND ALL FOREIGN LANGUAGE CANDIDATURES

1969			1970			1971			1972		
No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.
1920	123.84	8.24	2404	123.69	8.00	2904	123.81	8.11	2931	123.70	8.37
9588	116.53	9.12	10219	116.40	9.18	10529	116.46	9.39	11184	116.68	9.63
3502	108.61	9.90	3711	108.10	9.92	3950	108.76	10.24	4689	109.16	10.31
5010	115.62	10.26	16334	115.59	10.36	17383	115.94	10.51	18804	115.90	10.67
855	123.42	8.79	842	123.33	8.57	869	123.45	9.10	874	123.37	9.47
2455	118.69	9.00	1653	119.35	8.69	1367	119.61	9.27	1116	118.88	9.73
477	114.64	8.35	219	114.30	8.47	184	114.89	8.86	175	112.75	9.69
3787	119.25	9.25	2714	120.18	8.99	2420	120.63	9.50	2165	120.20	10.10
410	121.95	9.80	408	122.35	9.88	444	122.03	10.44	446	123.03	10.36
477	119.31	9.40	467	119.54	9.09	395	119.58	10.24	375	119.38	10.32
63	114.93	9.19	45	114.33	9.79	47	115.61	11.16	41	115.17	9.74
950	120.16	9.75	920	120.53	9.69	886	120.60	10.53	862	121.07	10.55
237	124.36	8.89	259	123.96	8.59	198	125.76	7.83	168	125.77	7.94
232	122.10	8.42	187	120.71	7.59	145	121.75	9.54	104	122.24	8.28
27	118.66	7.05	18	117.83	8.58	10	19.00	9.80	5	127.00	6.32
496	122.99	8.72	464	122.41	8.41	353	123.92	8.90	277	124.47	8.24
13	120.84	15.63	9	108.66	18.89	17	126.11	10.96	10	127.00	11.83
5	113.00	14.96	9	102.55	16.60	9	104.77	18.01	9	112.55	13.67
-	-	-	-	-	-	1	92.00	0.00	1	107.00	0.00
18	118.66	16.30	18	105.61	18.57	27	117.73	17.90	20	119.50	14.93
23	108.52	13.31	12	103.66	8.07	22	106.37	13.21	35	109.00	10.90
6	105.33	9.01	15	100.66	13.52	18	102.55	13.67	21	109.14	11.63
-	-	-	2	87.00	5.00	1	97.00	0.00	1	97.00	0.00
29	107.86	12.83	29	100.95	12.03	41	104.46	13.61	57	108.84	11.29
11	104.72	15.52	6	96.16	12.77	7	104.14	12.23	12	109.08	15.36
3	117.00	7.07	-	-	-	4	108.25	10.23	3	100.33	10.30
-	-	-	-	-	-	3	115.33	14.36	2	109.50	7.50
14	107.35	15.58	6	-	-	14	107.71	13.44	17	107.59	14.69
306	118.16	9.44	577	117.44	9.82	491	118.45	9.85	555	118.35	9.47
55	115.72	8.42	45	110.55	10.89	78	111.29	9.65	69	111.34	11.17
361	117.79	9.35	622	116.94	10.07	569	117.46	10.14	624	117.57	9.93
23	111.78	10.18	29	107.51	12.33	27	112.18	11.95	31	112.31	13.42
23			29			27			31		
-	-	-	6	117.83	6.13	9	114.42	9.49	8	117.00	8.29
9	114.22	12.95	10	113.50	5.50	6	113.66	9.93	7	107.00	5.34
9			16	115.12	6.32	15	114.12	10.02	15	112.33	8.96
-	-	-	4	123.25	4.14	12	122.83	11.90	2	122.00	0.00
11	111.54	10.38	-	-	-	3	110.33	8.54	-	-	-
11			4			15	120.33	12.80	2		
16	107.00	16.10	18	110.05	13.59	15	111.33	12.12	14	112.35	13.61
16			18			15			14		
16	122.00	13.57	12	121.16	11.16	9	120.88	5.85	6	124.50	11.08
16			12			9			6		

TABLE IVc
H.S.C.E.: 1972
FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, AND ALL FOREIGN LANGUAGES

		English		Mod. History		Ancient History		French		German	
		No.	%	No.	%	No.	%	No.	%	No.	%
70- 74	I	0	0	1	0	0	0	0	0	0	0
	II	2	0	1	0	1	0	0	0	0	0
	III	6	0	2	0	1	0	0	0	0	0
75- 79	I	0	0	1	0	0	0	0	0	0	0
	II	3	0	3	0	3	0	1	0	0	0
	III	10	0	0	0	1	0	0	0	0	0
80- 84	I	0	0	1	0	0	0	1	0	0	0
	II	8	0	9	0	4	0	1	0	0	0
	III	26	1	6	1	2	1	1	1	0	0
85- 89	I	2	0	2	0	3	0	1	0	1	0
	II	43	0	44	1	22	1	4	0	3	1
	III	106	2	13	2	5	2	2	1	1	2
90- 94	I	2	0	13	1	12	1	3	0	4	1
	II	115	1	86	2	52	3	7	1	3	1
	III	224	5	45	7	18	7	5	3	0	0
95- 99	I	5	0	18	1	16	2	6	1	5	1
	II	259	2	163	4	88	4	18	2	11	3
	III	396	8	68	11	22	9	5	3	0	0
100-104	I	34	1	59	3	38	4	19	2	15	3
	II	714	6	423	10	184	9	54	5	18	5
	III	760	16	92	15	44	17	20	12	5	12
105-109	I	103	4	124	7	94	10	36	4	24	5
	II	1267	11	627	14	275	13	89	8	19	5
	III	836	18	126	20	43	17	30	17	7	17
110-114	I	259	9	235	14	124	13	78	9	44	10
	II	1982	18	788	18	366	17	168	15	50	13
	III	895	19	119	19	50	20	29	17	5	12
115-119	I	484	17	297	17	172	18	145	17	63	14
	II	2457	22	891	20	458	22	230	21	79	21
	III	697	15	85	14	35	14	37	21	7	17
120-124	I	620	21	339	20	195	21	165	19	82	18
	II	2015	18	659	15	341	16	205	18	66	18
	III	427	9	55	9	16	6	26	15	9	22
125-129	I	625	21	306	18	158	17	149	17	76	17
	II	1320	12	418	10	196	9	184	17	67	18
	III	208	4	17	3	12	5	14	8	5	12
130 134	I	520	18	212	13	91	10	174	20	83	18
	II	729	7	208	5	92	4	118	11	38	10
	III	84	2	3	1	4	2	4	2	2	5
135+	I	299	10	93	5	37	4	97	11	64	14
	II	299	3	57	1	26	1	37	3	21	6
	III	14	0	0	0	0	0	0	0	0	0
Total	I	2931		1701		940		874		461	
	II	11213		4377		2108		1116		375	
	III	4689		631		253		173		41	
Mean	I	124		120		119		123		123	
	II	117		114		114		119		119	
	III	109		108		108		113		115	
S.D.	I	8		10		10		10		10	
	II	10		10		10		10		10	
	II	10		10		11		10		10	

Note: (I)=Level I; (II)=Level II; (III)=Level III

	I	5	0	18	1	16	2	6	1	5	1
	II	259	2	163	4	88	4	18	2	11	3
	III	396	8	68	11	22	9	5	3	0	0
100-104	I	34	1	59	3	38	4	19	2	15	3
	II	714	6	423	10	184	9	54	5	18	5
	III	760	16	92	15	44	17	20	12	5	12
105-109	I	103	4	124	7	94	10	36	4	24	5
	II	1267	11	627	14	275	13	89	8	19	5
	III	836	18	126	20	43	17	30	17	7	17
110-114	I	259	9	235	14	124	13	78	9	44	10
	II	1982	18	788	18	366	17	168	15	50	13
	III	895	19	119	19	50	20	29	17	5	12
115-119	I	484	17	297	17	172	18	145	17	63	14
	II	2457	22	891	20	458	22	230	21	79	21
	III	697	15	85	14	35	14	37	21	7	17
120-124	I	620	21	339	20	195	21	165	19	82	18
	II	2015	18	659	15	341	16	205	18	66	18
	III	427	9	55	9	16	6	26	15	9	22
125-129	I	625	21	306	18	158	17	149	17	76	17
	II	1320	12	418	10	196	9	184	17	67	18
	III	208	4	17	3	12	5	14	8	5	12
130 134	I	520	18	212	13	91	10	174	20	83	18
	II	729	7	208	5	92	4	118	11	38	10
	III	84	2	3	1	4	2	4	2	2	5
135+	I	299	10	93	5	37	4	97	11	64	14
	II	299	3	57	1	26	1	37	3	21	6
	III	14	0	0	0	0	0	0	0	0	0
Total	I	2931		1701		940		874		461	
	II	11213		4377		2108		1116		375	
	III	4689		631		253		173		41	
Mean	I	124		120		119		123		123	
	II	117		114		114		119		119	
	III	109		108		108		113		115	
S.D.	I	8		10		10		10		10	
	II	10		10		10		10		10	
	II	10		10		11		10		10	

Note: (I)=Level I; (II)=Level II; (III)=Level III

TABLE IVc
H.S.C.E.: 1972
FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, AND ALL FOREIGN LANGUAGES

		Latin		Greek		Italian		Spanish		Indonesian	
		No.	%	No.	%	No.	%	No.	%	No.	%
70- 74	I	0	0	0	0	0	0	0	0		
	II	0	0	0	0	0	0	0	0	0	0
	III	0	0	0	0	0	0	0	0	0	0
75- 79	I	0	0	0	0	0	0	0	0		
	II	0	0	0	0	0	0	0	0	0	0
	III	0	0	0	0	0	0	0	0	0	0
80- 84	I	0	0	0	0	1	3	0	0		
	II	0	0	0	0	1	5	0	0	0	0
	III	0	0	0	0	0	0	0	0	2	3
85- 89	I	0	0	0	0	1	3	1	8		
	II	0	0	0	0	0	0	1	33	2	0
	III	0	0	0	0	0	0	0	0	1	2
90- 94	I	0	0	0	0	1	3	1	8		
	II	0	0	0	0	1	5	0	0	3	1
	III	0	0	0	0	0	0	0	0	3	4
95- 99	I	0	0	0	0	5	14	2	17		
	II	1	1	3	33	1	5	0	0	11	2
	III	0	0	0	0	1	100	0	0	2	3
100-104	I	2	1	1	10	3	9	2	17		
	II	1	1	0	0	4	19	1	33	27	5
	III	0	0	0	0	0	0	1	50	6	9
105-109	I	2	1	0	0	5	14	1	8		
	II	4	4	1	11	4	5	0	0	45	8
	III	0	0	1	100	0	0	0	0	14	20
110-114	I	8	5	1	10	7	20	1	8		
	II	13	13	1	11	4	5	1	33	95	17
	III	0	0	0	0	0	0	0	0	15	22
115-119	I	25	15	1	10	6	17	0	0		
	II	18	17	1	11	3	14	0	0	128	23
	III	1	20	0	0	0	0	1	50	11	16
120-124	I	32	19	0	0	4	11	2	17		
	II	25	24	1	11	1	5	0	0	89	16
	III	0	0	0	0	0	0	0	0	9	13
125-129	I	40	24	1	10	2	6	0	0		
	II	20	19	1	11	0	0	0	0	85	15
	III	3	60	0	0	0	0	0	0	3	4
130-134	I	35	21	2	20	0	0	1	8		
	II	16	15	0	0	2	10	0	0	52	9
	III	0	0	0	0	0	0	0	0	1	2
135+	I	24	14	4	40	0	0	1	8		
	II	6	6	1	11	0	0	0	0	18	3
	III	1	20	0	0	0	0	0	0	2	3
Total	I	168		10		35		12		0	
	II	104		9		21		3		555	
	III	5		1		1		2		69	
Mean	I	126		127		109		109			
	II	122		113		109		100		118	
	III	127		107		97		110		111	
S.D.	I	8		12		11		15			
	II	8		14		12		10		9	
	III	6		0		0		8		11	

	II	1	1	3	33	1	5	0	0	11	2
	III	0	0	0	0	1	100	0	0	2	3
100-104	I	2	1	1	10	3	9	2	17		
	II	1	1	0	0	4	19	1	33	27	5
	III	0	0	0	0	0	0	1	50	6	9
105-109	I	2	1	0	0	5	14	1	8		
	II	4	4	1	11	4	5	0	0	45	8
	III	0	0	1	100	0	0	0	0	14	20
110-114	I	8	5	1	10	7	20	1	8		
	II	13	13	1	11	4	5	1	33	95	17
	III	0	0	0	0	0	0	0	0	15	22
115-119	I	25	15	1	10	6	17	0	0		
	II	18	17	1	11	3	14	0	0	128	23
	III	1	20	0	0	0	0	1	50	11	16
120-124	I	32	19	0	0	4	11	2	17		
	II	25	24	1	11	1	5	0	0	89	16
	III	0	0	0	0	0	0	0	0	9	13
125-129	I	40	24	1	10	2	6	0	0		
	II	20	19	1	11	0	0	0	0	85	15
	III	3	60	0	0	0	0	0	0	3	4
130-134	I	35	21	2	20	0	0	1	8		
	II	16	15	0	0	2	10	0	0	52	9
	III	0	0	0	0	0	0	0	0	1	2
135+	I	24	14	4	40	0	0	1	8		
	II	6	6	1	11	0	0	0	0	18	3
	III	1	20	0	0	0	0	0	0	2	3
Total	I	168		10		35		12		0	
	II	104		9		21		3		555	
	III	5		1		1		2		69	
Mean	I	126		127		109		109			
	II	122		113		109		100		118	
	III	127		107		97		110		111	
S.D.	I	8		12		11		15			
	II	8		14		12		10		9	
	III	6		0		0		8		11	

TABLE IVc

H.S.C.E.: 1972

FREQUENCY DISTRIBUTIONS OF I.Q. OF GOVERNMENT SCHOOL CANDIDATES IN ENGLISH, HISTORY, AND ALL FOREIGN LANGUAGES

		Russian		Dutch		Hebrew		Chinese		Japanese	
		No.	%	No.	%	No.	%	No.	%	No.	%
70- 74	I			0	0	0	0				
	II	0	0	0	0			0	0	0	0
	III										
75- 79	I			0	0	0	0				
	II	0	0	0	0					0	0
	III										
80- 84	I			0	0	0	0				
	II	0	0	0	0			0	0	0	0
	III										
85- 89	I			0	0	0	0				
	II	1	3	0	0			0	0	0	0
	III										
90- 94	I			0	0	0	0				
	II	4	13	0	0			1	7	0	0
	III										
95- 99	I			0	0	0	0				
	II	2	6	0	0			2	14	0	0
	III										
100-104	I			1	13	0	0				
	II	3	9	3	43			1	7	0	0
	III										
105-109	I			0	0	0	0				
	II	3	9	2	29			4	29	1	17
	III										
110-114	I			2	25	0	0				
	II	3	9	1	14			0	0	1	17
	III										
115-119	I			2	25	0	0				
	II	4	13	1	14			2	14	0	0
	III										
120-124	I			2	25	2	100				
	II	4	13	0	0			0	0	0	0
	III										
125-129	I			0	0	0	0				
	II	7	22	0	0			2	14	1	17
	III										
130-134	I			1	13	0	0				
	II	0	0	0	0			1	7	2	33
	III										
135+	I			0	0	0	0				
	II	1	3	0	0			1	7	1	17
	III										
Total	I			8		2					
	II	32		7				14		6	
	III										
Mean	I			117		122					
	II	112		107				112		125	
	III										
S.D.	I			8		0					
	II	13		5				14		11	
	III										

	II	2	6	0	0			2	14	0	0
	III										
100-104	I			1	13	0	0				
	II	3	9	3	43			1	7	0	0
	III										
105-109	I			0	0	0	0				
	II	3	9	2	29			4	29	1	17
	III										
110-114	I			2	25	0	0				
	II	3	9	1	14			0	0	1	17
	III										
115-119	I			2	25	0	0				
	II	4	13	1	14			2	14	0	0
	III										
120-124	I			2	25	2	100				
	II	4	13	0	0			0	0	0	0
	III										
125-129	I			0	0	0	0				
	II	7	22	0	0			2	14	1	17
	III										
130-134	I			1	13	0	0				
	II	0	0	0	0			1	7	2	33
	III										
135+	I			0	0	0	0				
	II	1	3	0	0			1	7	1	17
	III										
Total	I			8		2					
	II	32		7				14		6	
	III										
Mean	I			117		122					
	II	112		107				112		125	
	III										
S.D.	I			8		0					
	II	13		5				14		11	
	III										

TABLE V

FORM II GOVERNMENT SCHOOL ENROLMENTS FROM 1963 to 1972
WITHIN LEVELS OF ENGLISH, FRENCH, AND GERMAN
(AS A PERCENTAGE OF THE TOTAL SUBJECT ENROLMENT)

	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
English										
Advanced	32.1	29.5	26.6	26.5	28.6	29.6	31.8	40.5	32.5	34.0
Ordinary	67.9	70.5	73.4	73.5	71.4	70.4	68.2	59.5	67.5	66.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
French										
Advanced	76.74	70.20	73.64	76.55	77.39	75.65	78.86	83.80	83.08	85.22
Ordinary	23.26	27.80	26.36	23.45	22.61	24.35	21.14	16.20	16.92	14.78
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
German										
Advanced	80.95	81.63	84.91	81.25	84.29	76.62	81.16	86.96	85.94	81.69
Ordinary	19.05	18.37	15.09	18.75	15.71	23.38	18.84	13.04	14.06	18.31
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

COMMENTS:
This table examines the trends of Form II enrolments within levels of English, French, and German.

Data from 1963 to 1972 show that approximately one-third of the total English student population enrolled in Advanced English. In comparison, more than three-fourths of the total FL student population enrolled in Advanced French and German over the same period.

In a time when Ordinary level FL courses are being officially encouraged, the most strikingly finding is the decrease in the proportion of FL students enrolling in Ordinary FL courses. Possible explanations for this decrease are:

i Difficulty and/or inappropriateness of instruction in Ordinary level classes, e.g. that instruction at Ordinary level contains unsuitable criteria

ii Difficulty of external exams and consequent student discouragement

iii Teacher/principal attitudes toward the selective nature of potential FL students and discouragement of less than the most able pupils in the study of a foreign language

iv Increasingly limited nature of all students electing FL study and limited nature of all FL goals, instruction, and examinations, which

Ordinary	23.26	27.80	26.36	23.45	22.61	24.35	21.14	16.20	16.92	14.78
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
German										
Advanced	80.95	81.63	84.91	81.25	84.29	76.62	81.16	86.96	85.94	81.69
Ordinary	19.05	18.37	15.09	18.75	15.71	23.38	18.84	13.04	14.06	18.31
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

COMMENTS:

This table examines the trends of Form II enrolments within levels of English, French, and German.

Data from 1963 to 1972 show that approximately one-third of the total English student population enrolled in Advanced English. In comparison, more than three-fourths of the total FL student population enrolled in Advanced French and German over the same period.

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i Difficulty and/or inappropriateness of instruction in Ordinary level classes, e.g. that instruction at Ordinary level contains unsuitable criteria

ii Difficulty of external exams and consequent student discouragement

iii Teacher/principal attitudes toward the selective nature of potential FL students and discouragement of less than the most able pupils in the study of a foreign language

iv Increasingly limited nature of all students electing FL study and limited nature of all FL goals, instruction, and examinations, which attracts only students of advanced level

v Academic orientation of the high I.Q. group constituting the FL student population, who are qualified for Advanced instruction and prefer such instruction in terms of university goals and academic status

TABLE VI

H.S.C.E. - 1972

- C.S.S.E. MEAN AGGREGATE MARK FOR H.S.C.E. CANDIDATES ENTERING ENGLISH, ECONOMICS, FRENCH, AND GERMAN (BY LEVEL)
- NUMBERS AND PERCENTAGES OF SUBJECT ENTRIES (BY LEVEL)
- SUBJECT LOADINGS.

SUBJECT	LEVEL	%	NUMBER OF CANDIDATES	MEAN AGGREGATE MARK	STANDARD DEVIATION	SUBJECT LOADING
ENGLISH	1	16.53	4287	252.08	41.50	
	11	60.59	13063	205.87	43.90	
	111	22.88	3671	170.62	43.16	
	TOTAL	100.00	21021	209.14	50.16	0
ECONOMICS	1	21.48	2788	229.89	44.39	
	11	68.10	7059	191.13	43.53	
	111	10.42	765	160.55	41.24	
	TOTAL	100.00	10612	199.11	47.96	-5.00 (-5)
FRENCH	1	39.61	1387	250.04	44.38	
	11	53.69	1698	217.23	43.44	
	111	6.70	179	183.26	36.48	
	TOTAL	100.00	3264	229.31	47.61	+10.05 (+10)
GERMAN	1	51.70	509	250.85	47.16	
	11	43.18	407	218.56	49.95	
	111	5.13	45	201.33	48.48	
	TOTAL	100.00	961	234.86	51.46	+12.81 (+13)

COMMENTS

i The percentage of candidates entering Level I in French and German at the H.S.C.E. is more than twice that of the candidates entering Level I English.

ii Mean aggregate mark on the C.S.S.E. for all levels, combined, of the French and German candidatures is higher than for the English candidature.

iii Level III entries in German, 1972, have a mean C.S.S.E. aggregate mark only 4.51 lower than Level II entries in English. Level III entries in English have a mean C.S.S.E. aggregate mark 35.25 lower than Level II English entries.

iv The selective nature of the FL candidature at the H.S.C.E. in 1972 as evidenced by the C.S.S.E. statistics is acknowledged by the fact that only French and German have positive (+) subject loadings.

v Due to the selective natúre of the FL candidature, it is, at present, more difficult to gain a place in the top half of the FL candidature than

	111	10.42	765	160.55	41.24	
	TOTAL	100.00	10612	199.11	47.96	-5.00 (-5)
FRENCH	1	39.61	1387	250.04	44.38	
	11	53.69	1698	217.23	43.44	
	111	6.70	179	183.26	36.48	
	TOTAL	100.00	3264	229.31	47.61	+10.05 (+10)
GERMAN	1	51.70	509	250.85	47.16	
	11	43.18	407	218.56	49.95	
	111	5.13	45	201.33	48.48	
	TOTAL	100.00	961	234.86	51.46	+12.81 (+13)

COMMENTS

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iii Level III entries in German, 1972, have a mean C.S.S.E. aggregate mark only 4.51 lower than Level II entries in English. Level III entries in English have a mean C.S.S.E. aggregate mark 35.25 lower than Level II English entries.

iv The selective nature of the FL candidature at the H.S.C.E. in 1972 as evidenced by the C.S.S.E. statistics is acknowledged by the fact that only French and German have positive (+) subject loadings.

v Due to the selective nature of the FL candidature, it is, at present, more difficult to gain a place in the top half of the FL candidature than in any other candidature. Students of lower ability would be hesitant to compete even in Level II French or German. Of course the nature of the candidature and of the competition would change should a large enough number of average or lower ability students enrol in FL study.

Note: Figures used in the above table are taken from: Higher School Certificate Examination, 1972 - Scaling of Marks

APPENDIX B

Trends of Foreign Language Study as Compared to the Trends for the General Student Population

TABLE VII

Retention Rates for English, French, and German from Form II to the 1) S.C.E., 2) H.S.C.E. for e
Rates are expressed as a percentage of the initial Form II English enrolment in both government

Form II	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment
Total Population (i.e. English)	1963	100.0	1964	100.00	1965	100.0	1966	100.00	1967	100.0
S.C.E.	1965		1966		1967		1968		1969	
English		50.0		55.4		60.0		69.7		72.8
French		23.8		24.2		34.8		25.6		24.3
German		3.2		3.7		4.2		5.1		5.2
H.S.C.E.	1967		1968		1969		1970		1971	
English		24.6		30.9		34.0		36.1		37.1
French		9.3		9.5		9.0		6.9		5.8
German		1.4		1.7		1.7		1.7		1.6

Note

H.S.C.E. percentages include private study candidates who represent approximately 10% of the tot
Exact information as to the distribution of private study candidates by subject is not available

TABLE VII

om Form II to the 1) S.C.E., 2) H.S.C.E. for each generation of students from 1963 to 1970.
Form II English enrolment in both government and non-government schools.

Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment	Year	Per Cent of Form II Enrolment
100.0	1966	100.00	1967	100.0	1968	100.0	1969	100.0	1970	100.0
	1968		1969		1970		1971		1972	
60.0		69.7		72.8		75.2		78.2		79.7
34.8		25.6		24.3		23.5		21.2		17.9 3
4.2		5.1		5.2		5.4		5.7		5.7
	1970		1971		1972					
34.0		36.1		37.1		38.9				
9.0		6.9		5.8		5.2				
1.7		1.7		1.6		1.5				

tes who represent approximately 10% of the total H.S.C.E. candidature in any one year.
e study candidates by subject is not available.

TABLE VIII

Retention Rates for English, French, and German from the S.C.E. to the H.S.C.E.
1965 to 1970.
Rates are expressed as a percentage of the S.C.E. English enrolment in both gov

	Year	Per Cent of S.C.E. English Enrolment	Year	Per Cent of S.C.E. English Enrolment	Year	Per Cent of S.C.E. English Enrolment	Year	Per Ce of S.C Englis Enrolm
S.C.E.	1965		1966		1967		1968	
English		100.0		100.0		100.0		100.
H.S.C.E.	1967		1968		1969		970	
English		50.3		55.7		56.8		51.
French		18.9		17.2		15.0		9.
German		2.9		3.0		2.9		2.

Note

H.S.C.E. percentages include private study candidates who represent approximate
in any year. Exact information as to the distribution of private study candida

Comment

One would expect the percentage of students who continue from the S.C.E. to the
FL students, due to the 'elite' nature of the FL student population. A large p
be included in the 51% of English students who continue to the H.S.C.E.

TABLE VIII

German from the S.C.E. to the H.S.C.E. for each generation of students from

e S.C.E. English enrolment in both government and non-government schools.

Cent .C.E. ish lment	Year	Per Cent of S.C.E. English Enrolment	Year	Per Cent of S.C.E. English Enrolment	Year	Per Cent of S.C.E. English Enrolment	Year	Per Cent of S.C.E. English Enrolment
	1967		1968		1969		1970	
0.0		100.0		100.0		100.0		100.0
	1969		970		1971		1972	
5.7		56.8		51.8		50.9		51.7
7.2		15.0		9.9		8.0		6.8
3.0		2.9		2.4		2.0		2.0

y candidates who represent approximately 10% of the total H.S.C.E. candidature distribution of private study candidates by subject is not available.

ts who continue from the S.C.E. to the H.S.C.E. to be greater in the case of the FL student population. A large portion of 'potential' FL students would s who continue to the H.S.C.E.

APPENDIX C

Trends of Foreign Language Study in Absolute Terms, Without Comparison to the Trends for the General Student Population

TABLE IX

Retention Rates for English, French and German from Form II to Form III in 1) English, 2) French, 3) German, for each generation of students from 1963 to 1970.

Rates are expressed as a percentage of each subject's initial Form II enrolment in both government and non-government schools.

ENGLISH

Number &	Year Entering	Form II	Form III	Form IV	Form V	Form VI
44943	1963	100.0	76.8	44.6	23.0	20.8
54915	1964	100.0	78.9	50.3	26.1	25.1
55963	1965	100.0	80.8	55.5	29.2	27.8
57957	1966	100.0	78.4	63.0	32.4	29.7
55013	1967	100.0	83.4	70.4	35.8	33.1
61458	1968	100.0	90.0	77.8	40.5	37.1
62928	1969	100.0	79.1	69.4	36.3	
63982	1970	100.0	80.2	74.8		

FRENCH

Number &	Year Entering	Form II	Form III	Form IV	Form V	Form VI
14129	1963	100.0	95.3	80.2	32.8	29.8
13443	1964	100.0	89.5	85.0	32.3	30.1
13372	1965	100.0	92.8	88.0	31.1	28.8
13057	1966	100.0	96.2	92.7	22.8	21.6
12604	1967	100.0	96.6	94.4	20.6	18.2
12248	1968	100.0	97.7	94.0	19.4	18.0
11043	1969	100.0	95.5	92.8	18.8	
9121	1970	100.0	96.1	92.4		

GERMAN

Number &	Year Entering	Form II	Form III	Form IV	Form V	Form VI
2318	1963	100.0	92.8	89.0	38.2	36.0
2675	1964	100.0	90.8	86.3	36.6	33.0
2936	1965	100.0	95.8	90.4	33.8	34.3
3735	1966	100.0	92.8	87.9	26.2	24.9
3784	1967	100.0	92.4	88.3	24.2	22.0
4084	1968	100.0	94.2	88.1	21.8	20.5
4333	1969	100.0	94.0	89.6	18.2	
4386	1970	100.0	92.8	88.2		

55013	1967	100.0	83.4	70.4	35.8	33.1
61458	1968	100.0	90.0	77.8	40.5	37.1
62928	1969	100.0	79.1	69.4	36.3	
63982	1970	100.0	80.2	74.8		

FRENCH

Number &	Year Entering	Form II	Form III	Form IV	Form V	Form VI
14129	1963	100.0	95.3	80.2	32.8	29.8
13443	1964	100.0	89.5	85.0	32.3	30.1
13372	1965	100.0	92.8	88.0	31.1	28.8
13057	1966	100.0	96.2	92.7	22.8	21.6
12604	1967	100.0	96.6	94.4	20.6	18.2
12248	1968	100.0	97.7	94.0	19.4	18.0
11043	1969	100.0	95.5	92.8	18.8	
9121	1970	100.0	96.1	92.4		

GERMAN

Number &	Year Entering	Form II	Form III	Form IV	Form V	Form VI
2318	1963	100.0	92.8	89.0	38.2	36.0
2675	1964	100.0	90.8	86.3	36.6	33.0
2936	1965	100.0	95.8	90.4	33.8	34.3
3735	1966	100.0	92.8	87.9	26.2	24.9
3784	1967	100.0	92.4	88.3	24.2	22.0
4084	1968	100.0	94.2	88.1	21.8	20.5
4333	1969	100.0	94.0	89.6	18.2	
4386	1970	100.0	92.8	88.2		

TABLE X

Retention Rates for French and German from the S.C.E. to the H.S.C. for each ge
Rates are expressed as a percentage of the S.C.E. enrolment for each subject in

	Year	Per Cent of Subject Enrolment	Year	Per Cent of Subject Enrolment	Year	Per Cent of Subject Enrolment	Year	Per C of Sub Enrolm
S.C.E.	1965		1966		1967		1968	
French		100.0		100.0		100.0		100.
German		100.0		100.0		100.0		100.
H.S.C.E.	1967		1968		1969		1970	
French		38.97		39.33		36.22		27.
German		44.72		45.74		41.00		33.

Comment

Even though the absolute numbers and the percentage of the general student popul increased slightly, the retention rate for German from the S.C.E. to the H.S.C. decrease is equally noticeable when rates are expressed as a percentage of the percentage of the S.C.E. enrolment in English.

TABLE X

m the S.C.E. to the H.S.C. for each generation of students from 1968 to 1970.
e S.C.E. enrolment for each subject in both government and non-government schools.

Cent ubject lment	Year	Per Cent of Subject Enrolment	Year	Per Cent of Subject Enrolment	Year	Per Cent of Subject Enrolment	Year	Per Cent of Subject Enrolment
	1967		1968		1969		1970	
0.0		100.0		100.0		100.0		100.0
0.0		100.0		100.0		100.0		100.0
	1969		1970		1971		1972	
9.33		36.22		27.07		24.01		21.90
5.74		41.00		33.02		30.86		27.67

percentage of the general student population enrolling in Form II German has
r German from the S.C.E. to the H.S.C.E. has decreased significantly. This
are expressed as a percentage of the S.C.E. enrolment in German and as a
lish.

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TABLE XIa

INTERMEDIATE CERTIFICATE EXAMINATION ENROLMENTS IN ENGLISH AND FOREIGN L

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENGLI

	No. 1933	Per Cent	No. 1943	Per Cent	No. 1953	Per C
English	12,526	100.0	19,968	100.0	25,399	100.
French	6,778	54.11	8,937	44.75	9,240	36.
Latin	4,366	34.85	4,089	20.47	3,477	13.
German	196	1.56	462	2.31	674	2.
Greek	39	0.31	23	0.11	56	0.
Italian	"		4	0.02	9	0.
Japanese	"		7	0.03	8	0.
Chinese	"		"		10	0.
Hebrew	"		1	0.00	1	0.
Russian	"		"		6	0.
Dutch	"		"		"	
Spanish	"		"		"	
Bahasia Indonesia	"		"		"	

NOTE: Figures used in Tables XI-XII are taken from:
(a) "Foreign Language Students", Inside Education, Sept., 1971
(b) "Trends in Foreign Language Candidature in N.S.W. Schools", Research Bulletin, N
(c) Secondary School Guide, 1969-1972
(d) Current Records of the N.S.W. Dept. of Education

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TABLE XIa

EXAMINATION ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 1933 TO 1963

) TOTAL ENROLMENTS

) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENGLISH ENROLMENTS

No. 1943	Per Cent	No. 1953	Per Cent	No. 1963	Per Cent
19,968	100.0	25,399	100.0	57,985	100.0
8,937	44.75	9,240	36.37	20,275	34.96
4,089	20.47	3,477	13.68	7,220	12.45
462	2.31	674	2.65	1,601	2.76
23	0.11	56	0.22	71	0.12
4	0.02	9	0.03	24	0.04
7	0.03	8	0.03	21	0.03
"		10	0.03	37	0.06
1	0.00	1	0.00	23	0.03
"		6	0.02	10	0.01
"		"		20	0.03
"		"		"	
"		"		"	

from:
e Education, Sept., 1971
ature in N.S.W. Schools", Research Bulletin, No. 35, 1972

. of Education

TABLE XIb

S.C.E. ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 19

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE

	No. 1965	Per Cent	No. 1966	Per Cent	No. 1967	Per Cent	No. 1968	Per Cent	No. 1969	Per C
English	35,458	100,0	40,212		46,073	100.0	54,986	100.0	57,388	100.
French	17,218	48.6	17,646	43.9	18,415	40.0	19,696	35.8	19,001	33.
Latin	4,882	13.8	4,610	11.46	4,542	9.86	4,446	8.1	4,001	7.
German	2,321	6.5	2,676	6.7	3,140	6.8	3,949	7.2	4,106	7.
Greek	16	0.04	45	0.11	67	0.14	51	0.09	76	0.
Italian	44	0.12	71	0.17	72	0.15	77	0.14	77	0.
Japanese	11	0.03	20	0.04	15	0.03	-	-	-	-
Chinese	60	0.16	66	0.16	-	-	-	-	-	-
Hebrew	6	0.01	12	0.02	11	0.02	8	0.01	21	0.
Russian	16	0.04	17	0.04	24	0.05	40	0.07	31	0.
Dutch	11	0.03	21	0.05	13	0.02	19	0.03	18	0.
Spanish			6	0.01	11	0.02	17	0.03	27	0.
Bahasia Indonesia	"	"	"	"	"	"	"	"	"	"
Total FL Candidature	24,585		25,190		26,270		28,303		27,358	

TABLE XIb

MENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 1965 TO 1972

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENGLISH ENROLMENTS

t	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	1967		1968		1969		1970		1971		1972	
	46,073	100.0	54,986	100.0	57,388	100.0	60,145	100.0	63,948	100.0	66,172	100.0
	18,415	40.0	19,696	35.8	19,001	33.1	18,826	31.3	17,323	27.1	14,881	22.48
	4,542	9.86	4,446	8.1	4,001	7.0	3,569	5.9	3,048	0.6	2,540	11.39
	3,140	6.8	3,949	7.2	4,106	7.1	4,326	7.2	4,656	7.3	4,691	7.08
	67	0.14	51	0.09	76	0.13	62	0.10	86	0.13	48	0.07
	72	0.15	77	0.14	77	0.13	187	0.31	343	0.53	381	0.57
	15	0.03	-	-	-	-	-	-	-	-	42	0.06
	-	-	-	-	-	-	-	-	-	-		
	11	0.02	8	0.01	21	0.03	14	0.02	25	0.03	33	0.04
	24	0.05	40	0.07	31	0.05	56	0.09	58	0.09	57	0.08
	13	0.02	19	0.03	18	0.03	19	0.03	26	0.04	15	0.02
	11	0.02	17	0.03	27	0.04	40	0.06	74	0.11	78	0.11
	"	"	"	"	"	"	"	"	-	-	539	0.81
	26,270		28,303		27,358		27,099		25,639		23,305	

FOREIGN LANGUAGE STUDY IN N.S.W.: STATE OF THE ART

Supplementary data for 1973 and 1974

ADDITION TO TABLE XIb - p.43

S.C. ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 197

	No.	Per Cent	No.
	1973		1974
English	68,318	100.0	69,300
French	13,685	20.0	12,483
Latin	2,082	3.1	1,693
German	4,483	6.6	4,831
Greek	58	.1	67
Italian	388	.6	447
Japanese	79	.1	113
Chinese			
Hebrew	29	.0	37
Russian	61	.1	35
Dutch	10	.0	10
Spanish	97	.1	72
Bahasia Indonesia	714	1.1	854
Total FL Candidature	21,691	31.8	20,642

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AGE STUDY IN N.S.W.: STATE OF THE ART, 1973
pplementary data for 1973 and 1974

ADDITION TO TABLE XIb - p.43

ENGLISH AND FOREIGN LANGUAGES FROM 1973 THROUGH 1974.

Per Cent	No.	Per Cent
	1974	
100.0	69,300	100.00
20.0	12,483	18.0
3.1	1,693	2.4
6.6	4,831	7.0
.1	67	.1
.6	447	.6
.1	113	.2
.0	37	.1
.1	35	.1
.0	10	.0
.1	72	.1
1.1	854	1.2
31.8	20,642	30.0

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FOREIGN LANGUAGE STUDY IN N.S.W.: STATE OF THE ART,

Supplementary data for 1973 AND 1974

ADDITION TO TABLE XIIb - p.45

H.S.C. ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 1973

1) Total Enrolments
2) Total Enrolments as a Percentage of the English en

	No.	Per Cent	No.
	1973		197
English	31,280	100 %	31,112
French	3,673	11.7	3,424
Latin	493	1.6	400
German	1,058	3.4	1,059
Greek	32	.1	31
Italian	174	.6	154
Japanese	31	.1	42
Chinese	86	.3	101
Hebrew	22	.1	18
Russian	42	.1	36
Dutch	27	.1	26
Spanish	63	.2	58
Bahasia Indonesia	788	2.5	779
Total Fl Candidature	6,489	20.7	6,128

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GE STUDY IN N.S.W.: STATE OF THE ART, 1973

plementary data for 1973 AND 1974

ADDITION TO TABLE XIIb - p.45

GLISH AND FOREIGN LANGUAGES FROM 1973 THROUGH 1974.

nts

nts as a Percentage of the English enrolments

Per Cent	No.	Per Cent
	1974	
100 %	31,112	100 %
11.7	3,424	11.0
1.6	400	1.3
3.4	1,059	3.4
.1	31	.1
.6	154	.5
.1	42	.1
.3	101	.3
.1	18	.1
.1	36	.1
.1	26	.1
.2	58	.2
2.5	779	2.5
20.7	6,128	19.7

TABLE XIIa

LEAVING CERTIFICATE EXAMINATION ENROLMENTS IN ENGLISH AND FOREIGN LANG

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE EN

	1933		1943		1953		1963	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Ce
English	3,915	100.0	4,306	100.0	7,171	100.0	22,427	100.0
French	3,120	79.69	3,179	73.83	3,036	42.34	9,039	40.3
Latin	2,317	59.18	1,427	33.14	905	12.62	1,669	7.4
German	88	2.25	185	4.30	213	2.97	566	2.5
Greek	36	0.92	21	0.49	18	0.25	33	0.1
Italian	-		1	0.02	13	0.18	71	0.3
Japanese			5	0.12	9	0.13	5	0.0
Chinese			1	0.02	105	1.46	445	1.9
Hebrew	-		-		2	0.03	7	0.0
Russian	-		-		18	0.25	45	0.2
Dutch	-		-		-		-	
Spanish	-		-		-		-	
Bahasia Indonesia	-		-		-		-	

TABLE XIIa

INATION ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 1933 TO 1964

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENGLISH ENROLMENTS

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	1953		1963		1964	
r Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
00.0	7,171	100.0	22,427	100.0	24,495	100.0
73.83	3,036	42.34	9,039	40.30	9,461	27.43
33.14	905	12.62	1,669	7.44	1,599	4.64
4.30	213	2.97	566	2.52	659	1.91
0.49	18	0.25	33	0.15	27	0.08
0.02	13	0.18	71	0.32	93	0.27
0.12	9	0.13	5	0.02	5	0.01
0.02	105	1.46	445	1.98	425	1.23
	2	0.03	7	0.03	10	0.03
	18	0.25	45	0.20	71	0.21
	-		-		-	
	-		-		-	
	-		-		-	

TABLE XIIb

H.S.C.E. ENROLMENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 196

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENG

	1967		1968		1969		1970	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per C
English	17,857	100.0	22,467	100.0	25,143	100.0	27,676	100.
French	6,709	37.0	6,940	30.9	6,634	26.4	5,315	19.
Latin	1,558	8.7	1,678	7.5	1,325	5.3	1,169	4.
German	1,038	5.8	1,225	5.5	1,269	5.0	1,298	4.
Greek	18	0.1	29	0.1	33	0.1	39	0.
Italian	71	0.4	85	0.4	97	0.4	92	0.
Japanese	5	0.03	27	0.12	22	0.09	23	0.
Chinese	174	0.97	226	1.01	269	1.07	197	0.
Hebrew	5	0.03	7	0.03	15	0.06	9	0.
Russian	28	0.16	36	0.16	38	0.15	46	0.
Dutch	21	0.12	33	0.15	34	0.14	36	0.
Spanish	8	0.04	9	0.04	30	0.1	17	0.
Bahasia Indonesia	181	1.0	445	2.0	519	2.1	840	3.
Total FL Candidature	9,816		10,740		10,285		9,081	

(i) Figures used in tables XI-XII are taken from:

(a) "Foreign Language Students", Inside Education Sept., 1971

(b) "Trends in Foreign Language Candidature in N.S.W. Schools", Research Bulletin, No

(c) Secondary School Guide, 1969-1972.

(d) Current Records of the N.S.W. Dept. of Education.

(ii) Per Cent expressed as percentage of the English Candidature.

TABLE XIIb

ENTS IN ENGLISH AND FOREIGN LANGUAGES FROM 1965 TO 197

1) TOTAL ENROLMENTS

2) TOTAL ENROLMENTS AS A PERCENTAGE OF THE ENGLISH ENROLMENTS

	1969		1970		1971		1972	
Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
.0	25,143	100.0	27,676	100.0	29,815	100.0	31,080	100.0
.9	6,634	26.4	5,315	19.2	4,587	15.4	4,122	13.26
.5	1,325	5.3	1,169	4.2	873	2.9	678	2.18
.5	1,269	5.0	1,298	4.7	1,257	4.2	1,197	3.85
.1	33	0.1	39	0.2	51	0.2	34	0.11
.4	97	0.4	92	0.3	130	0.4	140	0.45
.12	22	0.09	23	0.08	23	0.08	17	0.05
.01	269	1.07	197	0.71	208	0.70	147	0.47
.03	15	0.06	9	0.03	24	0.08	9	0.03
.16	38	0.15	46	0.17	53	0.18	47	0.15
.15	34	0.14	36	0.13	42	0.14	48	0.15
.04	30	0.1	17	0.1	40	0.1	48	0.15
.0	519	2.1	840	3.0	928	3.1	979	3.15
	10,285		9,081		8,216		7,466	

Education Sept., 1971

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NOTE:

Statistics contained in this paper, not referenced otherwise, have been collected from:

(i) Division of Planning, N.S.W. Department of Education

(ii) Secondary Schools Board

(iii) Board of Senior School Studies

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NOTE:

Statistics contained in this paper, not referenced otherwise, have been collected from:

(i) Division of Planning, N.S.W. Department of Education

(ii) Secondary Schools Board

(iii) Board of Senior School Studies

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